



GLEN EIRA CITY COUNCIL

Fair and equitable access to kindergarten

Engagement report

BENTLEIGH
BENTLEIGH EAST
BRIGHTON EAST
CARNEGIE
CAULFIELD
ELSTERNWICK
GARDENVALE
GLEN HUNTLY
MCKINNON
MURRUMBEENA
ORMOND
ST KILDA EAST

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Executive summary

We conducted an engagement about fair and equitable access to kindergarten to help guide how Council offers places to children at community kindergartens through the central registration system and Kindergarten Central Registration Scheme Policy.

The engagement was delivered at the 'consult' level of the Engagement Institute (formerly IAP2) spectrum and asked families, kindergarten staff and interested community members to share their experiences and feedback on kindergarten access. The survey ran for a three-week period from 27 January to 17 February 2026.

We received 359 submissions, consisting of:

- 218 online survey submissions on Have Your Say Glen Eira.
- Meetings with four key stakeholders – Bentleigh West Kindergarten, Ormond Kindergarten, Glen Education, and the Department of Education.
- Drawings from 137 children who attend a community kindergarten.

How we engaged

We gathered the engagement data through an online Have Your Say survey and through four stakeholder meetings.

We asked for feedback about:

- how people are connected to community kindergartens in Glen Eira
- what priorities parents/guardians have when choosing a kindergarten
- how much they agree with Council's current criteria for offering kindergarten places to children
- what else should Council consider when offering kindergarten places to children and their families
- how Council can better support families going through the kindergarten registration process.

The communications campaign focused on the families, staff and volunteers at the fourteen community kindergartens affected by the policy. Emails were sent to all currently registered families, and each kindergarten was provided with digital communications, children's drawing sheets, posters and postcards. Four pop-ups were held at Council's library storytimes.

Who we heard from

We received a total of **218 online survey responses** and **137 children provided a drawing sheet**. We also met with representatives from each of the community kindergarten management teams and representatives from the Department of Education.

The survey was completed by:

- parents/guardians (**96 per cent**)
- people with children at a kindergarten (**72 per cent**)
- people with two children in their family (**59 per cent**).

The proportion of people interested in each kindergartens was:

- Bentleigh West Kindergarten (**29 per cent**)
- Ormond Community Kindergarten (**17 per cent**)
- Glen Bentleigh Kindergarten (**10 per cent**)
- The eleven other kindergartens were represented (between **4-9 per cent**).

Community, gender and age demographics were most commonly:

- live in Glen Eira (**95 per cent**)
- women (**83 per cent**)
- aged 35-44 (**82 per cent**).

The relatively high representation of certain demographics means that there are some **limitations** in drawing broad, representative conclusions from this survey data. Some under-represented cohorts include men, families with one child, and some of the kindergartens under management of Glen Education.

What we heard

The **top three priorities** that people have when choosing a kindergarten for their child:



How close they live to the kindergarten

77%



Quality of program and activities

63%



The child can attend two years at the same kindergarten

55%

The most common explanations that respondents provided in **free text feedback** about their top priorities for choosing a kindergarten were:

- Location, proximity to home and convenience matters most (**63 per cent**)
- Siblings should go to the same kindergarten (**36 per cent**)
- Quality of the kindergarten service (**33 per cent**)

- Sense of community found at centres (**27 per cent**).

The respondents were asked to choose whether they agree or disagree with Council's current criteria for offering places to children:

- "Residents of Glen Eira" is agreed with by most respondents (**89 per cent**)
- "Siblings who attend the same kindergarten in the same year" is agreed with by most respondents (**88 per cent**)
- "Parents/guardians who work/study in Glen Eira" is agreed with by less than half of respondents (**37 per cent**).

The most common **free text feedback** about criteria and support for families were:

- Adding criteria for proximity of home to kindergarten (**48 per cent**)
- Requests for clearer information and guidance through registering (**47 per cent**)
- Prioritising siblings and prior family connection to a kindergarten (**44 per cent**).

The **feedback from representatives of the 14 kindergartens** included support for:

- Adding criteria for people in 2km proximity, where they still live in Glen Eira.
- Expanding the current sibling criteria to include prioritise children when their siblings attended more than a year ago, with suggestions ranging between two years to five years.

The **children's drawings** show that children at the kindergartens most often love:

- playground equipment, e.g. swings, slides, and monkey bars (**44 per cent**)
- playing (**23 per cent**)
- nature and being outside, e.g. rainbows, flowers, trees, sun (**22 per cent**)
- creative activities, e.g. drawing or painting (**18 per cent**)
- people, e.g. friends, family and teachers (**12 per cent**).

What this means

The engagement feedback shows the community is broadly supportive of the registration process, with the following common suggestions for improvement:

- Adding priority for residents who live close to kindergartens.
- Expanding priorities for children with siblings.
- Improving clarity of information and criteria, communication of timelines, and more community outreach.

This report summarises engagement responses only. Policy analysis and recommendations are presented separately.

Engagement report

Background

We delivered an engagement about fair and equitable access to kindergarten. This engagement gathered feedback from families, service providers and interested community members to inform Council's review of the Kindergarten Central Registration Scheme Policy. The engagement ran for a three-week period from **27 January to 17 February 2026** and focused on the fourteen community-based kindergartens in Glen Eira affected by the policy.

The engagement aimed to:

- understand families' experiences of Council's kindergarten registration system, including whether it feels fair, clear and easy to navigate
- gather community views on how kindergarten places are allocated, including the operation of Council's local area criteria alongside the Department of Education's Priority of Access requirements
- identify opportunities to improve the registration experience and support equitable access to community kindergarten places.

The engagement forms part of Council's broader role in supporting 14 community-based kindergartens through a central registration system. Demand for community kindergarten places continues to exceed supply, and the policy guides how funded places are allocated in a transparent and consistent way. The engagement recognised that the policy cannot increase the number of places available but can influence how access is managed and communicated to families.

Feedback from the engagement is one input into the policy review, alongside service data, benchmarking, and consultation with kindergarten service providers and the Department of Education. The outcomes will inform Council's consideration of whether any changes are required to ensure the policy continues to support fair and equitable access to kindergarten for the Glen Eira community.

Communication activities

The survey was promoted via:

- the Have Your Say project page at www.haveyoursaygleneira.com.au/kindergarten
- emails to families who registered their children for kindergarten in 2026 and 2027
- posters and postcards at kindergartens
- children's drawing sheets distributed to kindergartens
- Council libraries

- managers of each kindergarten were asked to promote the engagement to the parents/guardians.

Communication activities	Reach
Have Your Say project engagement page An online webpage provided information and hosted the survey.	Page views: 2,074
Posters and postcards across kindergartens and libraries	Community kindergartens: 14 Glen Eira Libraries: 4
Emails to service users	Registered families: 1,944 Kindergarten managers: 3
Pop-ups Staff presented the engagement to families at storytimes in Council libraries and an immunisation session.	Library storytime presentations: 4 Immunisation session: 1

Engagement activities

Engagement activities	Number of respondents
Online survey The online survey was hosted on Have Your Say Glen Eira and included 19 questions covering: - demographic data - service usage - service preferences.	Surveys completed: 218
Meetings with stakeholders Meetings were held with staff from: - Bentleigh West Kindergarten - Ormond Community Kindergarten - Glen Education - Department of Education.	Number of meetings: 4
Children's drawing sheets	137

Survey responses

The survey was open from 27 January to 17 February 2026, accessible online through the Have Your Say Glen Eira webpage. A total of **218 survey responses** were received with both qualitative and quantitative data captured to show people's preferences.

The survey included **19 questions** — three demographic questions, 11 service usage questions, and five service preference questions. Respondents were also provided an option to enter their email address to be kept informed

The four demographic questions covered:

- age
- gender
- number of children
- connection to Glen Eira.

The 11 service usage questions covered:

- types of connections to community kindergartens
- which kindergarten they're enrolled at or are interested in
- enrolment status
- reasons for declining offers
- usage of other education or childcare services

The five service preference questions covered:

- their top priorities for choosing a kindergarten
- their agreement with Council's criteria for offering places
- what other criteria Council could consider
- how Council can better support families to register for community kindergarten.

Each question and a summary of the responses are shown in the following pages.

Demographic questions

Question 1. How would you describe your connection to Glen Eira's community kindergartens?

Required question. Multiple choice.

218 responses (**100 per cent** of total responses).

Respondents could choose more than one option in this question. Most respondents were parents or guardians (**96 per cent**).

There were also:

- six volunteers for a kindergarten (**3 per cent**)
- six people who said "other" (**3 per cent**)
- four people who work for a kindergarten or industry body (**2 per cent**).

People who responded as "other" (6 responses) said:

Former user/ interested community member

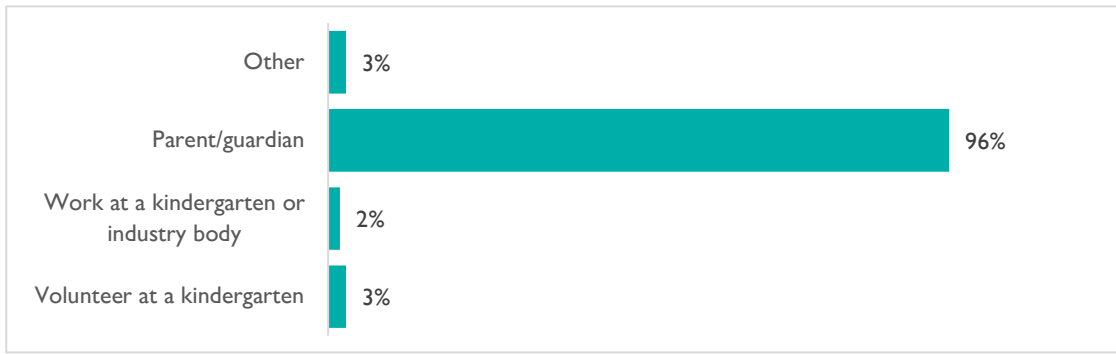
Grandparent

Grand parent

I am a concerned grand parent with kindergarten aged children.

Just finished 6 years of kindergarten with 3 kids going through glen eira's community kinder

As a Glen Eira panel member.



Question 2. What is your age?

Required question. Single choice.

218 responses (**100 per cent** of total responses).

The number of respondents for each age is presented below.

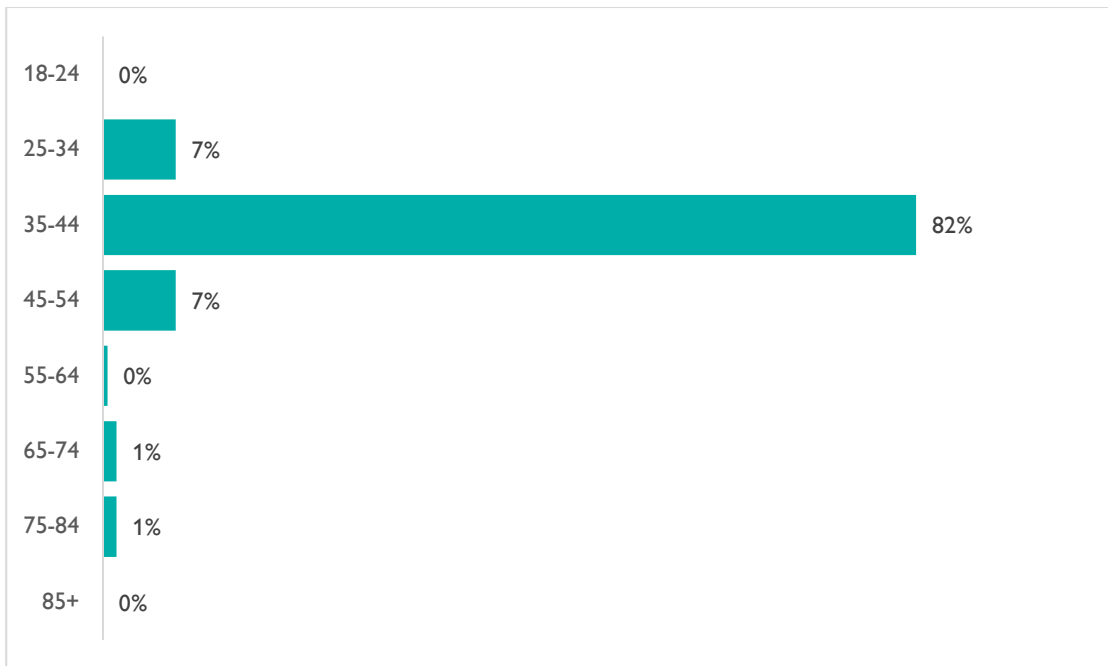
The most selected ages were:

- age 35-44 (179 responses, **82 per cent**)
- age 25-34 (16 responses, **7 per cent**)
- age 45-53 (16 responses, **7 per cent**).

The least selected ages were:

- age 65-74 (3 responses, **1 per cent**)
- age 75-84 (3 responses, **1 per cent**)
- age 55-64 (1 response, **0 per cent**).

No respondents were aged under 25 or over 85.



Compared to ABS statistics for births in 2024, the median age of parents at the birth of their child in Victoria is 32-34. This suggests that this engagement's data could be representative of the age of typical parents when their child/ren is around kindergarten age.

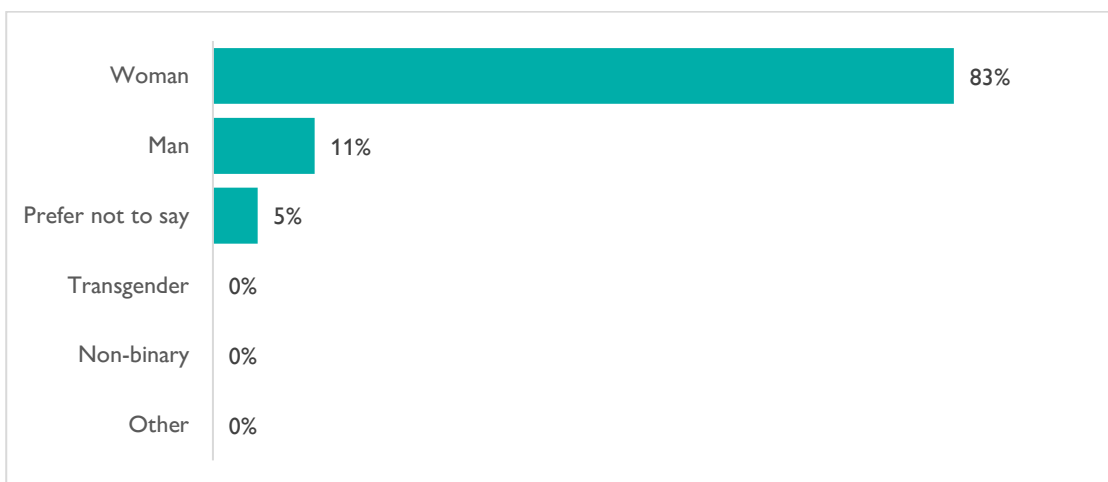
Question 3. What is your gender?

Required question. Multiple choice.

218 responses (**100 per cent** of total responses).

The responses on gender identified:

- Women/girls were the most represented by **83 per cent** (182 responses).
- Men/boys were the second most represented by **11 per cent** (25 responses).
- People who prefer not to say represented **5 per cent** (11 responses)
- No respondents selected transgender, non-binary, or other.



Compared to ABS Census data, this engagement's data under-represents men. In the 2021 Census, Glen Eira's population consisted of 51.5 per cent females and 48.5 per cent males.

Question 4. Do you live, work or study in Glen Eira?

Required question. Single choice.

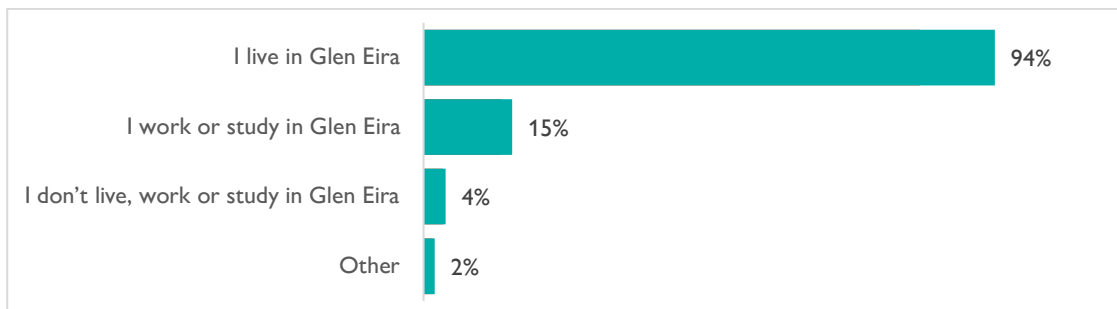
218 responses (**100 per cent** of total responses).

Respondents could choose more than one option in this question. These connections align with some of Council's current Local Area Criteria for prioritising kindergarten offers.

- People who live in Glen Eira made up **95 per cent** of the respondents (206 responses).
- People who work or study in Glen Eira made up **15 per cent** of the respondents (32 responses).
- People who neither live, work or study in Glen Eira made up **4 per cent** of the respondents (8 responses).
- People who work or study in Glen Eira, but don't live in Glen Eira, made up **1 per cent** of the respondents (3 responses).

People who responded as "other" (4 responses) said:

<i>I am attempting to find work in the area too</i>
<i>I work remotely in glen eira most days.</i>
<i>have an older child, who is in the same council school</i>
<i>WFH 3 days a week</i>



Question 5. How many children do you have?

Optional question. Free text response.

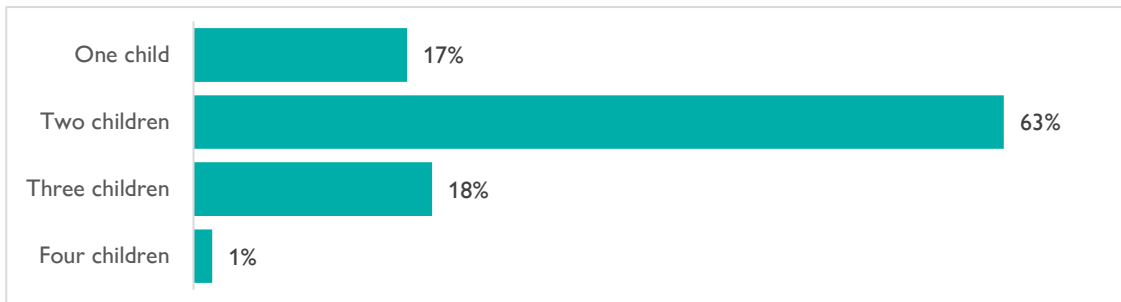
206 responses (**95 per cent** of total responses).

This question was only asked to people who selected parent/guardian in Question 1.

The family compositions represented in the survey are:

- One child by **17 per cent** (34 responses)
- Two children by **59 per cent** (129 responses)
- Three children by **18 per cent** (38 responses)

- Four children by **1 per cent** (3 responses).



Compared to ABS Census data (2021, Count of all children in family, Glen Eira LGA), this engagement's data under-represents families with one child and over represents families with two children. In the 2021 Census, Glen Eira's families had:

- One child in 41 per cent of families
- Two children in 43 per cent of families
- Three children in 13 per cent of families
- Four children in 2 per cent of families.

Service usage questions

Question 6. Do you have a child registered for a community kindergarten in 2026 or 2027?

Optional question. Multiple choice.

209 responses (**96 per cent** of total responses).

This question was only asked to people who selected parent/guardian in Question 1 (209 responses). Respondents could choose more than one option in this question.

The responses to this question show that there are a mix of parents/guardians who are active service users (i.e. have a currently enrolled child), past users, prospective users, and unsuccessful applicants.

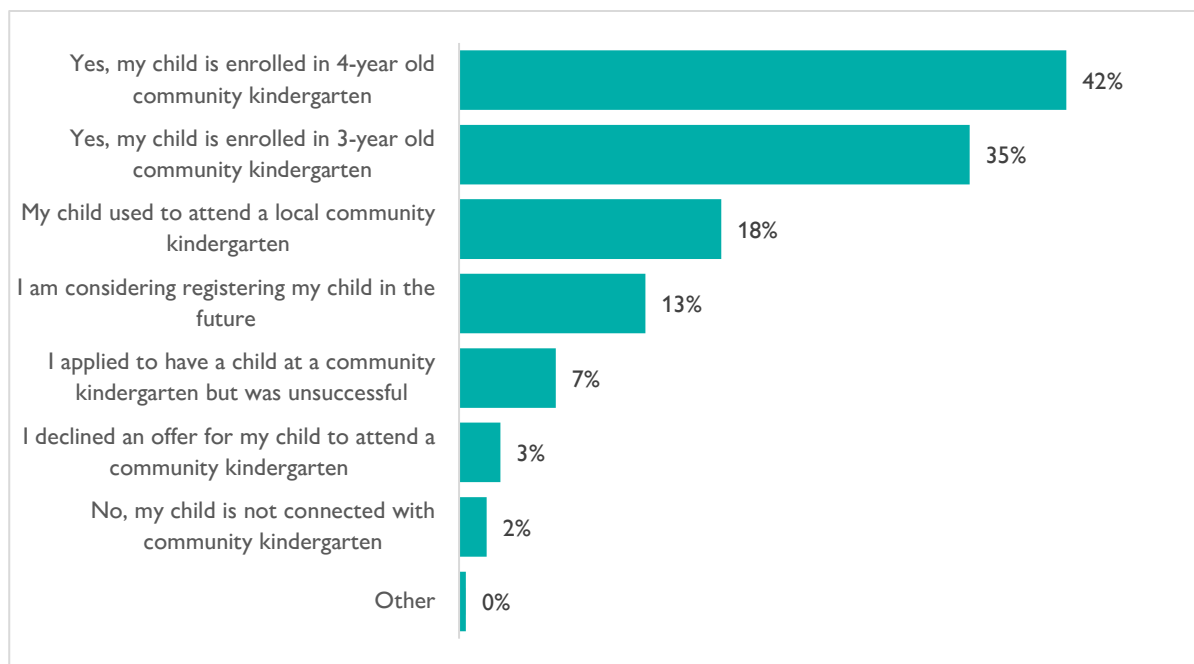
The survey responses show:

- The most common response is a parent/guardian with a child enrolled in 4-year old kindergarten by **42 per cent** (88 responses)
- The second most common response is a parent/guardian with a child enrolled in 3-year old kindergarten by **35 per cent** (74 responses)
- People who have a child who used to attend a local community kindergarten represent **18 per cent** of parents/guardians (38 responses)
- People who are considering registering their child in the future represent **13 per cent** of parents/guardians (27 responses)
- People who were unsuccessful in their applications to have a child at a kindergarten

represent **7 per cent** of parents/guardians (14 responses).

Further analysis of the responses shows that there is some crossover between each cohort:

- 156 parents/guardians answered that they are active service users (**75 per cent**)
- Six of the 156 parents/guardians have a child enrolled in both 3-year old and 4-year old kindergarten (**3 per cent**)
- 10 parents/guardians have a child currently enrolled and have had a child attend a kindergarten in the past (**5 per cent**).



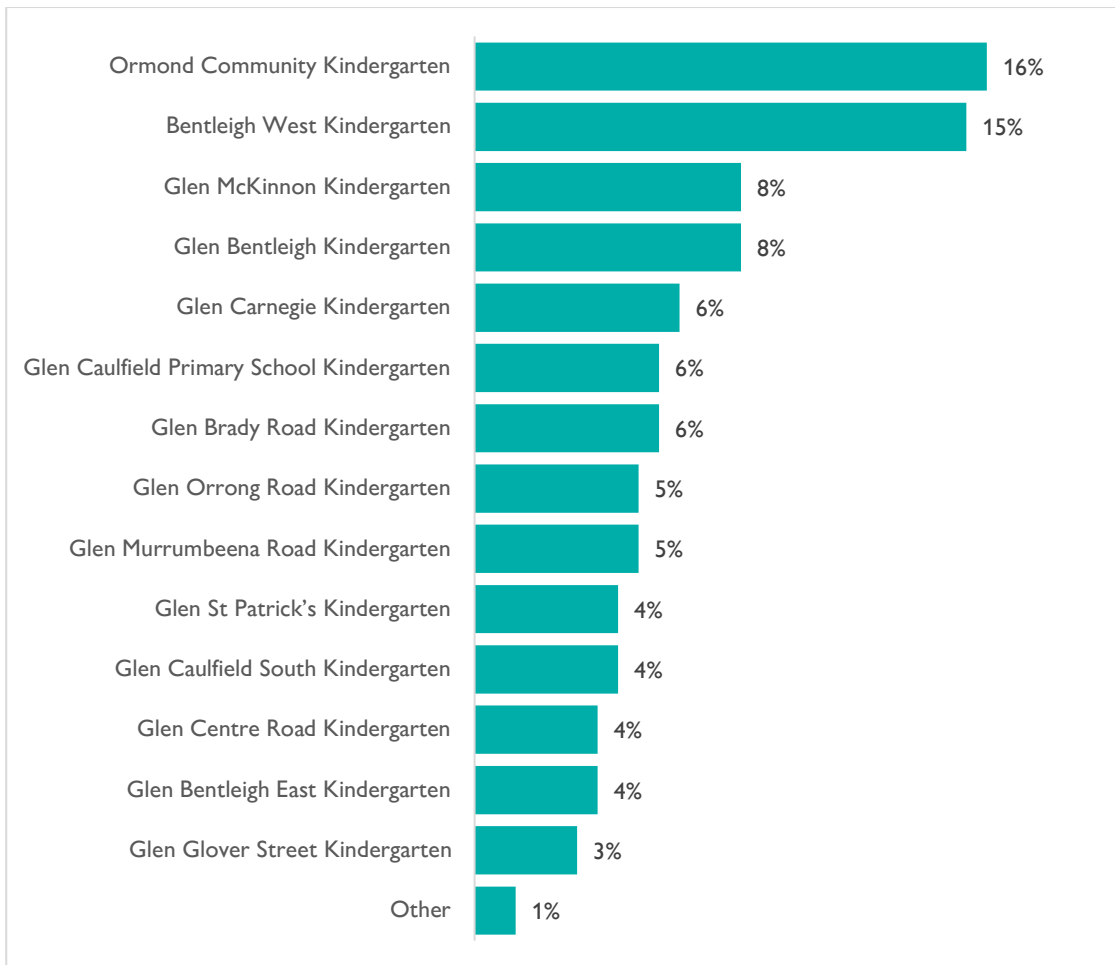
Question 7. Which community kindergarten/s are your children enrolled at?

Optional question. Multiple choice.

156 responses (**72 per cent** of total responses).

This question was only asked to parents/guardians who said they have an enrolled child in Question 6. Respondents could choose more than one option in this question.

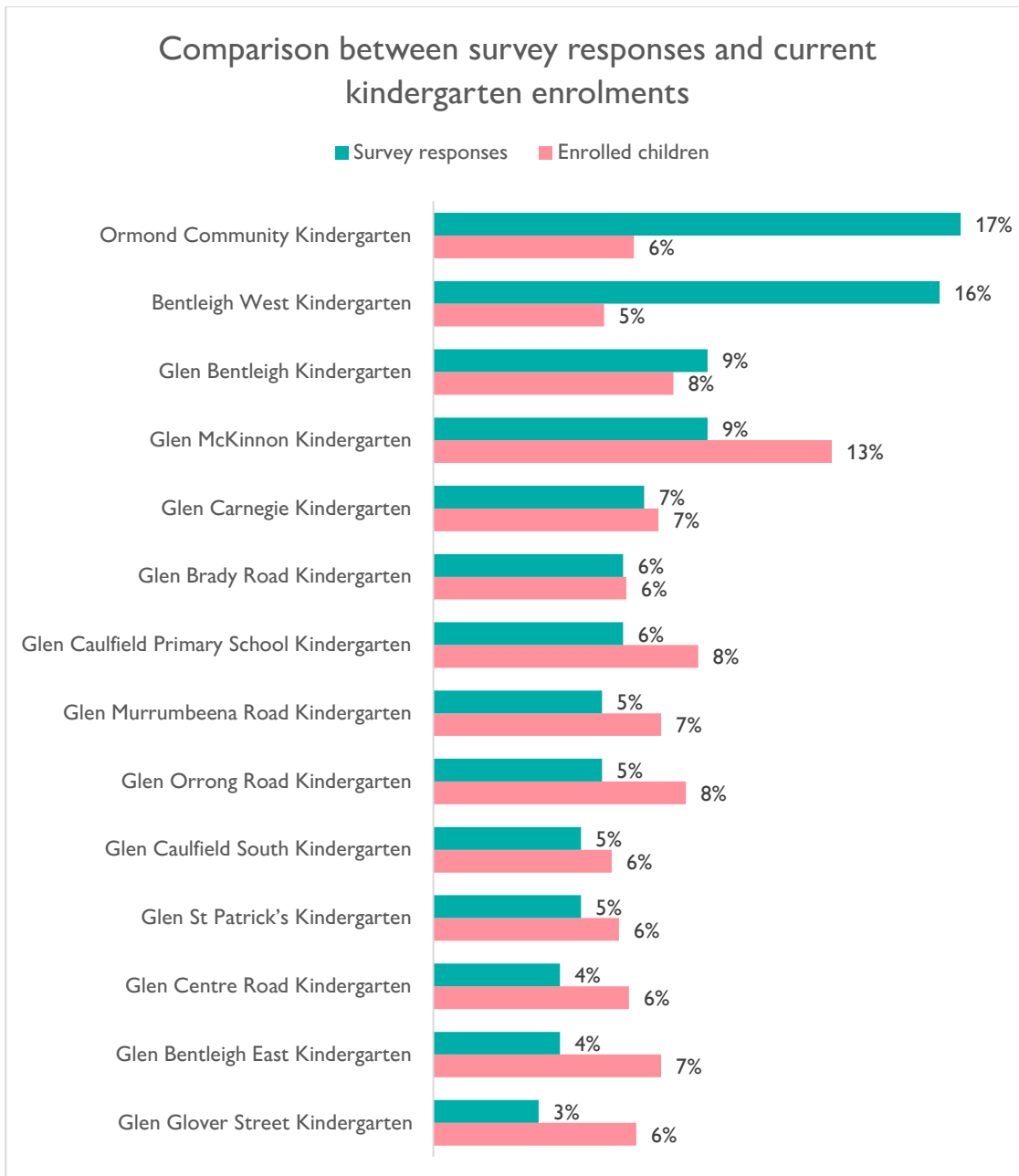
Parents/guardians from all fourteen community kindergartens were represented in the survey. There is a relatively high response rate from parents enrolled at Ormond Community Kindergarten (**16 per cent**) and Bentleigh West Kindergarten (**15 per cent**).



The number of survey respondents can be compared to the number of children enrolled at the kindergartens. There are approximately 1,300 children enrolled across the fourteen community kindergartens in 2026, and some kindergartens have more children than others.

Comparing the proportions of survey data and kindergarten enrolments in the below chart shows the following key points:

- Ormond Community Kindergarten and Bentleigh West Kindergarten are highly represented
- Glen McKinnon, Glen Bentleigh East, Glen Glover and Glen Orrong are under-represented.



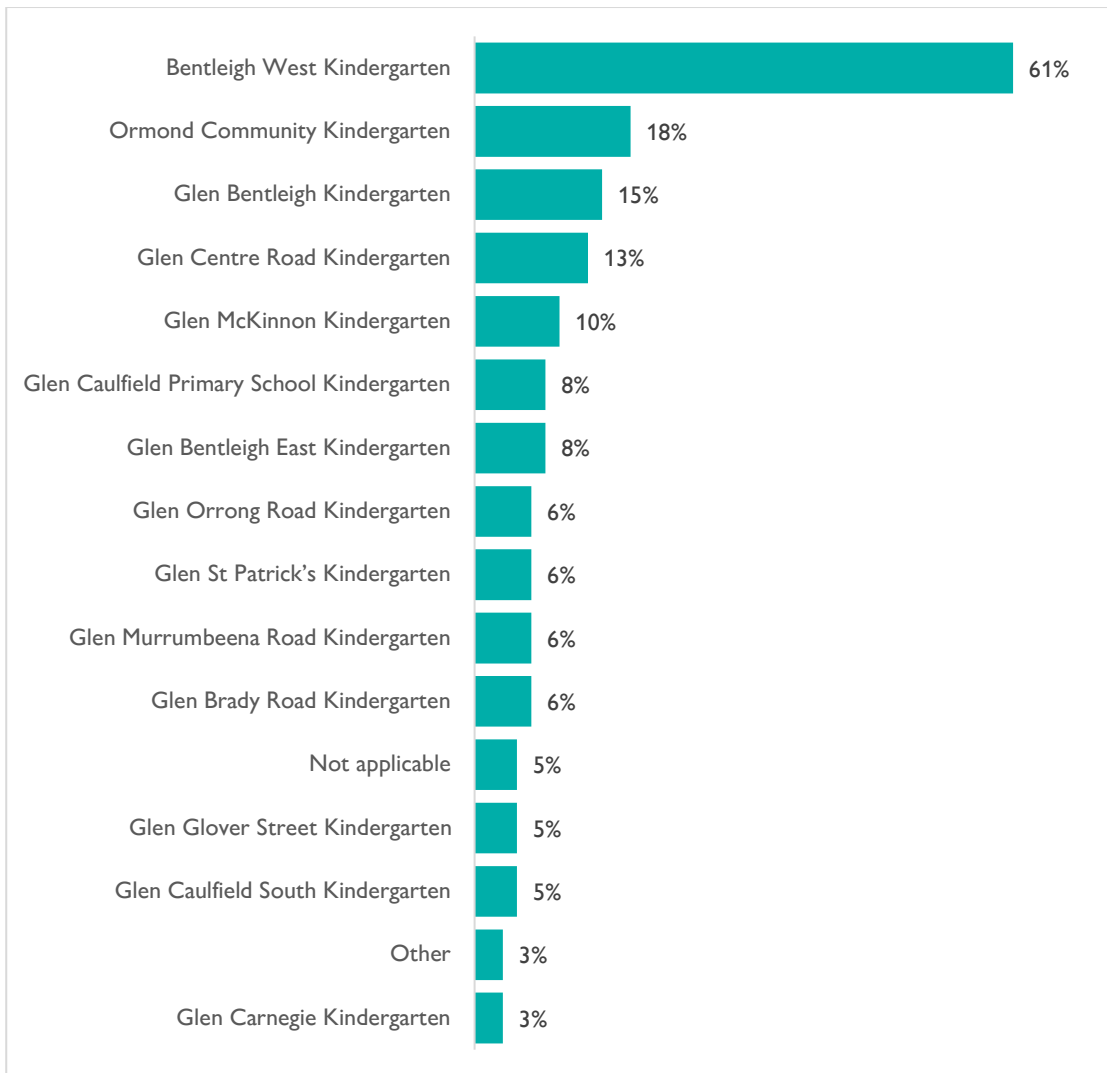
Question 8. Which community kindergarten/s are you most connected to or interested in?

Optional question. Multiple choice.

62 responses (**28 per cent** of total responses).

This question was asked to all respondents except parents/guardians who currently have children enrolled at a community kindergarten. Respondents could choose more than one option in this question.

People connected to all fourteen community kindergartens were represented in the survey. There is a high response rate from people connected to Bentleigh West Kindergarten (**61 per cent**).



Question 9. Which community kindergarten/s did you decline an offer for?

Optional question. Multiple choice.

6 responses (3 per cent of total responses).

This question was asked to respondents who said they declined an offer for their child to attend a community kindergarten in Question 6. Respondents could choose more than one option in this question.

The respondents said they declined offers from:

- Glen St Patrick's (1 response)
- Glen Murrumbeena Road (1 response)
- Glen Centre Road (1 response)
- Glen Caulfield South (1 response)
- Glen Caulfield Primary School (1 response)
- Glen Brady Road (1 response)
- Bentleigh West Kindergarten (1 response).

Question 10. Why did you decline the offer to attend the community kindergarten?

Optional question. Multiple choice.

6 responses (**3 per cent** of total responses).

This question was asked to respondents who said they declined an offer for their child to attend a community kindergarten in Question 6. Respondents could choose more than one option in this question.

The respondents said they declined offers because:

- I was offered a weekend session and require weekdays (2 responses)
- My child will be attending an Early Learning Centre service (2 responses)
- It was not one of my preferred kindergartens (1 response)
- My child will be attending a different kindergarten (1 response)
- I did not receive the weekday group/session I wanted (1 response)
- Other: moving interstate (1 response).

Question 11. How many children do you have currently enrolled at the community kindergarten/s?

Optional question. Free text response.

149 responses (**68 per cent** of total responses).

This question was only asked to parents/guardians who said they have an enrolled child in Question 6.

Almost all active service users have one child currently enrolled (142 responses, **95 per cent**), and some have two children currently enrolled (7 responses, **5 per cent**).



Question 12. Do you plan to register additional children for community kindergarten in the future?

Optional question. Single choice.

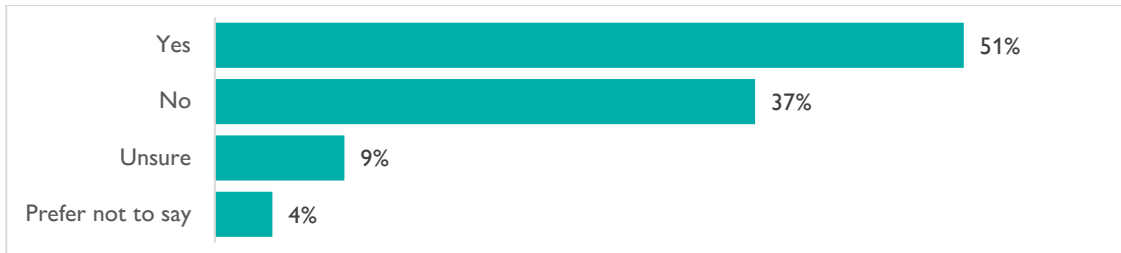
205 responses (**94 per cent** of total responses).

This question was only asked to parents/guardians who said they have an enrolled child in Question 6.

The responses to this question were:

- Yes (104 responses, **51 per cent**)
- No (75 responses, **37 per cent**)

- Unsure (18 responses, **9 per cent**)
- Prefer not to say (8 responses, **4 per cent**).



Question 13. Has one of your children previously attended community kindergarten/s?

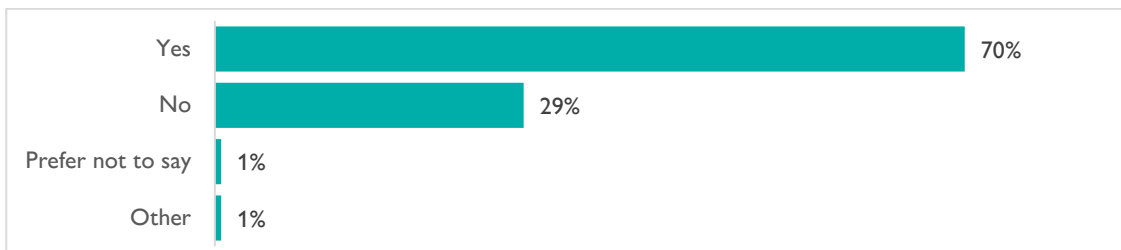
Optional question. Single choice.

170 responses (**78 per cent** of total responses).

This question was only asked to parents/guardians who said they have an enrolled child in Question 6.

The responses to this question were:

- Yes (119 responses, **70 per cent**)
- No (49 responses, **29 per cent**)
- Prefer not to say (1 response, **1 per cent**)
- Other (1 response, **1 per cent**).



Question 14. Will your child also attend another type of education or childcare service in 2026?

Optional question. Multiple choice.

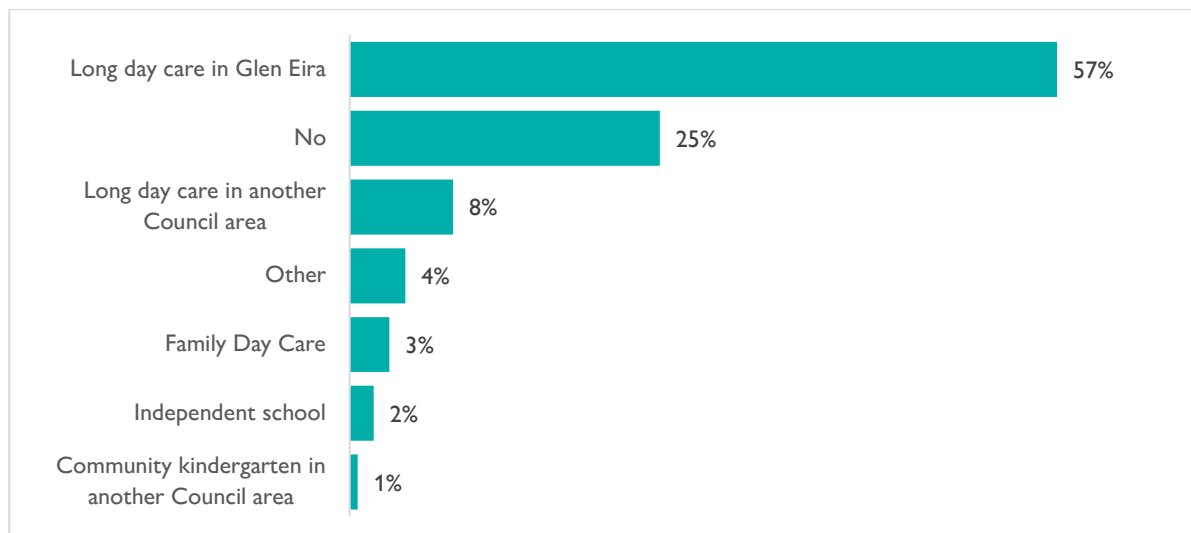
156 responses. (**72 per cent** of total responses).

This question was only asked to parents/guardians who said they have an enrolled child in Question 6. Respondents could choose more than one option in this question.

The responses to this question were:

- Long day care in Glen Eira (89 responses, **57 per cent**)
- No (39 responses, **25 per cent**)
- Long day care in another Council area (13 responses, **8 per cent**)

- Other (7 responses, **4 per cent**)
- Family day care (5 responses, **3 per cent**)
- Independent school (3 responses, **2 per cent**)
- Community kindergarten in another Council area (1 response, 1 per cent).



Service preference questions

Question 15. What are your top priorities when choosing a kindergarten for your child?

Optional question. Ranking question.

199 responses (**91 per cent** of total responses).

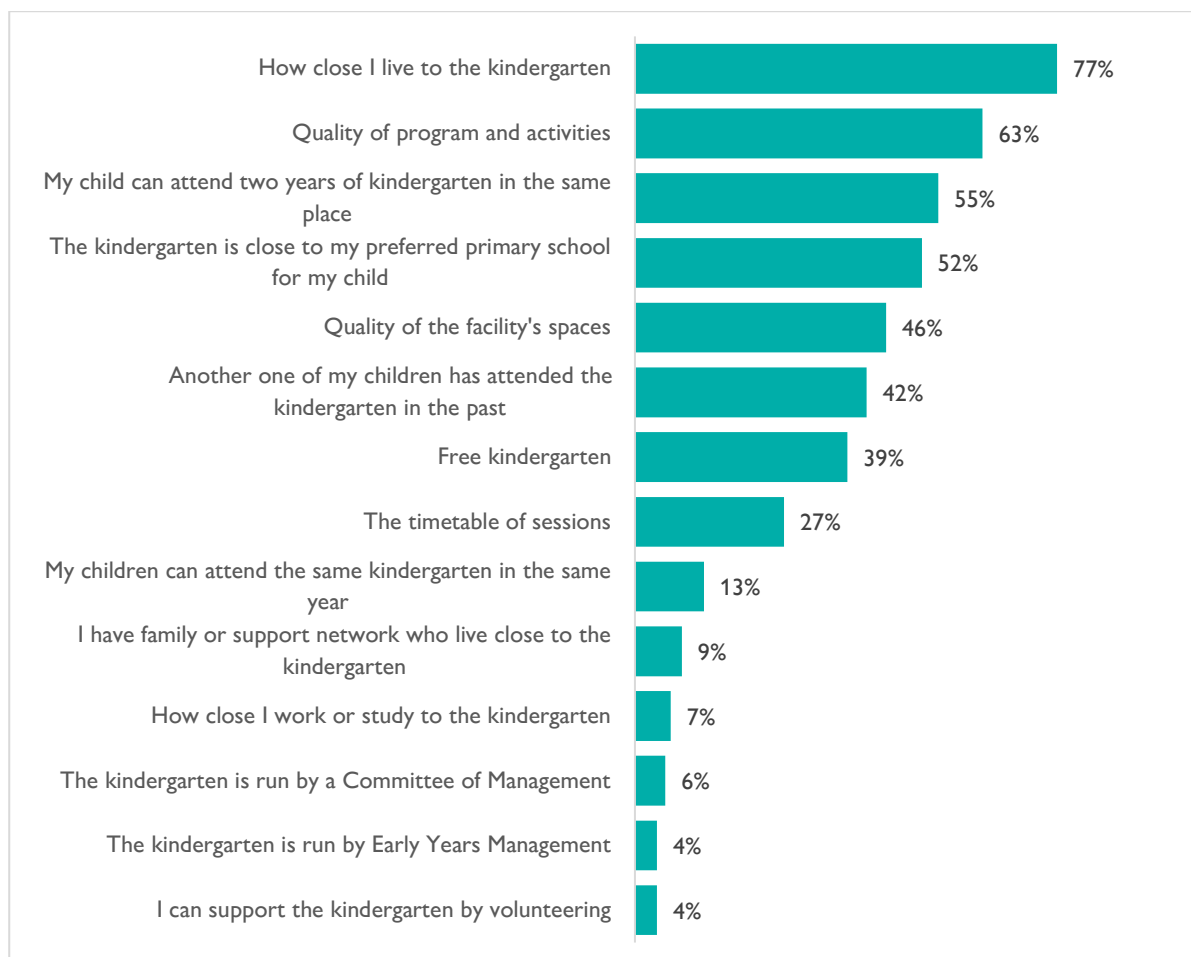
This question was only asked to parents/guardians. It asked respondents to rank up to fourteen options to show what matters most when choosing a kindergarten.

The data below shows the percentage of respondents who included each option in their top five priorities, along with the average ranking. This indicates how widely each priority is shared among respondents, as well as how close they are to being ranked a top priority.

The most common top priorities were:

Option	Per cent	Rank
How close I live to the kindergarten	77%	2.8
Quality of program and activities	63%	3.7
My child can attend two years of kindergarten in the same place	55%	3.8
The kindergarten is close to my preferred primary school for my child	52%	4.4
Quality of the facility's spaces	46%	4.9

Another one of my children has attended the kindergarten in the past	42%	5
Free kindergarten	39%	5.4
The timetable of sessions	27%	5.9



The below table shows the top seven priorities compared across respondents related to each kindergarten. Some headings have been abbreviated.

This data shows that priorities vary significantly between kindergartens, with differences of up to 50 per cent for some options. This highlights contrasting needs and preferences across local communities. The detailed data may help inform Council operations and strengthen community connection.

Kindergarten	How close I live to the kindergarten	Quality of program and activities	Child can attend two years in the same place	Quality of the facility's spaces	Another child has attended the kindergarten	Kindergarten is close to preferred school	Free kindergarten
Bentleigh West Kindergarten	77%	42%	56%	27%	69%	56%	19%
Ormond Community Kindergarten	80%	68%	50%	43%	40%	43%	30%
Glen Orrong Road Kindergarten	76%	59%	45%	41%	31%	41%	34%
Glen Murrumbeena Road Kindergarten	56%	44%	39%	33%	22%	33%	50%
Glen St Patrick's Kindergarten	78%	67%	44%	67%	33%	39%	61%
Glen Bentleigh Kindergarten	76%	59%	59%	47%	35%	35%	41%
Glen Centre Road Kindergarten	88%	59%	59%	18%	65%	47%	29%
Glen McKinnon Kindergarten	88%	50%	44%	31%	56%	44%	31%
Glen Carnegie Kindergarten	46%	62%	54%	38%	31%	54%	46%
Glen Caulfield Primary School Kindergarten	77%	77%	38%	62%	23%	31%	38%
Glen Glover Street Kindergarten	77%	69%	54%	54%	46%	54%	54%
Glen Brady Road Kindergarten	83%	67%	67%	42%	50%	50%	50%
Glen Caulfield South Kindergarten	73%	73%	36%	55%	55%	18%	36%
Glen Bentleigh East Kindergarten	90%	60%	40%	50%	30%	40%	40%

The table below shows parents' priorities, grouped by number of children. The percentage reflects the proportion of respondents who selected the option in their top five priorities.

This data shows some clear differences between groups:

- Parents with one child place strong emphasis on proximity to the kindergarten and the quality of programs and activities. They are also more likely to prioritise the quality of facilities over continuity of attendance or proximity to school.
- Parents with two children closely reflect the overall survey results. Their priorities focus on proximity to home, quality of program, continuity of attendance, and proximity to school.
- Parents with three children prioritise proximity to home and continuity of attendance, followed by quality of program, proximity to school, and whether a previous child has attended the kindergarten.

Option	One child	Two children	Three children
How close I live to the kindergarten	79%	74%	71%
Quality of program and activities	71%	62%	53%
My child can attend two years of kindergarten in the same place	41%	55%	68%
The kindergarten is close to my preferred primary school for my child	38%	53%	53%
Quality of the facility's spaces	53%	46%	32%
Another one of my children has attended the kindergarten in the past	15%	44%	53%
Free kindergarten	35%	38%	34%
The timetable of sessions	29%	29%	18%
My children can attend the same kindergarten in the same year	9%	12%	18%
I have family or support network who live close to the kindergarten	3%	9%	11%
How close I work or study to the kindergarten	6%	6%	11%
The kindergarten is run by a Committee of Management	9%	6%	0%
I can support the kindergarten by volunteering	6%	3%	5%

The kindergarten is run by Early Years Management	3%	5%	0%
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Question 16. Please explain your top priorities for choosing a kindergarten.

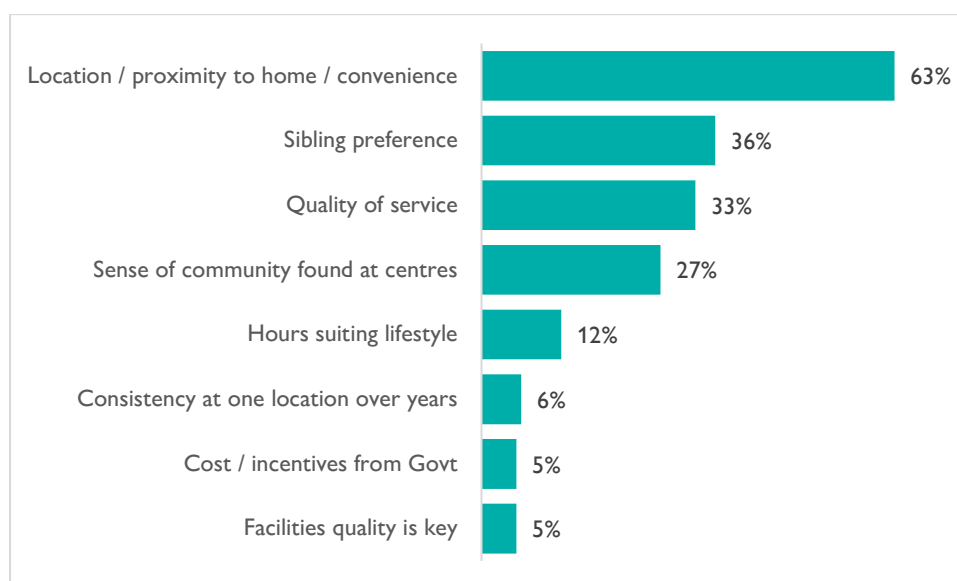
Optional question. Free text response.

132 responses (**61 per cent** of total responses).

This question asked respondents for free text comments to explain their top priorities for choosing a kindergarten. Responses to this free text question have been analysed and themed to help understand trends.

The most common topics were:

- Location, proximity to home and convenience (83 comments, **63 per cent**)
- Sibling preferences (47 comments, **36 per cent**)
- Quality of the service (43 comments, **33 per cent**)
- Sense of community found at centres (36 comments, **27 per cent**)
- Hours suiting lifestyle (16 comments, **12 per cent**).



Examples of free-text responses were:

Close to the house as it becomes easy logistically to pick up and drop with my older daughter who studies in Glenhuntly primary school

The quality of the kinder itself is most important as we want our children to have quality support and opportunities to play, grow and learn. The convenience of the location (being close to home) and the session hours fitting in with a work day is also important.

I think it's crazy that you don't prioritise local families. It makes no sense that people get offers for kinder 5km away.

The hours of kindergarten and location was the most important, to ensure a full day was available and that we could juggle drop off and pick ups while remaining in full time work. With twins, it is important that there was a place available for both in the same kindergarten.

We are heavily involved in our sons kindergarten and have built a strong community there, it would be sad to not utilise this in future years for a new children we may be lucky enough to have. It is incredibly hard to build a community with work commitments and we highly value being able to participate and contribute in a meaningful manner which is only possible when there is continuity. I can't imagine how difficult it would be to have two children at two separate kinders. Location is very important as well, being able to walk to kinder and not being too far from our zoned primary school allows us to continue to build and contribute to a strong community. It would be incredibly difficult to attend 3 yr old kinder at one place and a completely new place for 4 yr old. It has been invaluable to our son to continue in a familiar environment and the familiarisation process with the local primary school will be easier with the sense of self and friends he has now. We are inspired by our local kindy and the way it is run, it outpaces the local for profit daycare our son used to attend by miles and our son has learnt so much though the dedicated team. The ability to volunteer and support only lends itself to building strong community ties which will pay dividends for years.

Our daycare where my daughters attends one day a week is also in elsternwick and my son also attends the daycare on her kinder days. When we enrolled we were living in elsternwick

Needs to be conveniently accessed from home, a welcoming warm environment, not too sterile, lots of outdoor space, good activities and a full day with educators who care about my child

Convenient

Great infrastructure

I chose kindergarten as my top priority because of the strong reputation and quality of its program. The learning approach, environment, and focus on children's development really align with what I value for my child's early education. Living close to the kindergarten also makes daily routines more manageable and allows my child to feel connected to the local community. Additionally, my other children previously attended the same kindergarten and had very positive experiences, which gives me confidence in the educators, the program, and the supportive environment they provide.

I would like the kindergarten to be close to where I live and close to where my other children attend school/daycare to allow pick up and drop offs to be easier logistically. It would also afford me the opportunity to volunteer at the kinder.

I would also like the opportunity for my younger child to be able to attend the same kindergarten his older brother attended in the past as we already have a relationship with the educators and are familiar with the kindergarten.

Community run sessional kinder within walking distance from home (2km) with 1-3 full days (8.30 - 4) of class with no combined ages (separate 3 and 4yo programs) and a good reputation for preparing children for school and life.

Our first son attended Bentleigh West Kindergarten as it is our local kindergarten (close to home), a feeder to Bentleigh West Primary School and a fantastic community-run kindergarten. Our top priority is that our next two children get to go to the same kindergarten - they have experienced drop-offs and pick-ups at the kindergarten so are familiar with it, and both will attend Bentleigh West Primary School in due course.

Preference to siblings of children who have previously attended - younger siblings become familiar with the kinder environment through pick up/drop off and community kindy activities. The transition to 3yo kinder will be much smoother when they are already familiar with the environment as well as knowing other local families.

I think kinder should be allocated based on geographical boundaries (similar to school) so the children who attend will then progress onto the same school

Question 17. Do you agree with Council's current criteria?

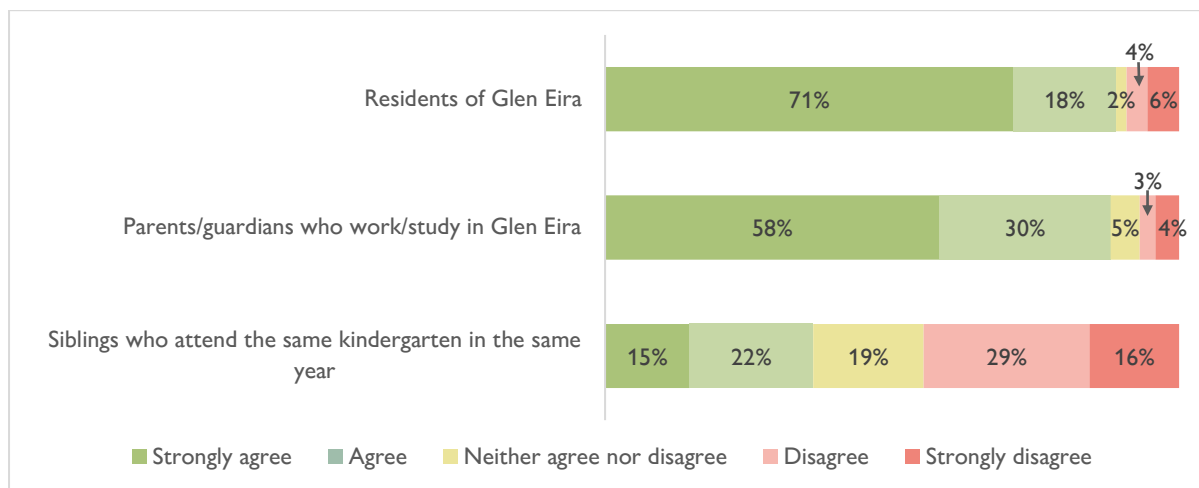
Required question. Multiple choice.

218 responses (100 per cent of total responses).

This question asked respondents to answer whether they agree with Council's current criteria for which children get offered places at community kindergarten.

The responses show:

- **89 per cent** of respondents either agree or strongly agree with the criteria of residents of Glen Eira
- **88 per cent** of respondents either agree or strongly agree with the criteria of siblings who attend the same kindergarten in the same year
- **Only 37 per cent** of respondents either agree or strongly agree with the criteria of parents/guardians who work/study in Glen Eira. It's more common for respondents to disagree or strongly disagree with this criteria (**45 per cent**).



The below table shows the per cent of parents, grouped by number of children, who agree or strongly agree with the criteria.

This data shows that parents with one child have slightly lower, but still strong, support for sibling-based criteria, and comparatively higher support for prioritising parents or guardians who work or study in Glen Eira.

Criteria	One child	Two children	Three children
Residents of Glen Eira	88%	91%	84%
Siblings who attend the same kindergarten in the same year	74%	93%	89%
Parents/guardians who work/study in Glen Eira	50%	36%	24%

Question 18. Do you have anything else you would like us to consider when we prioritise offers for community kindergarten places?

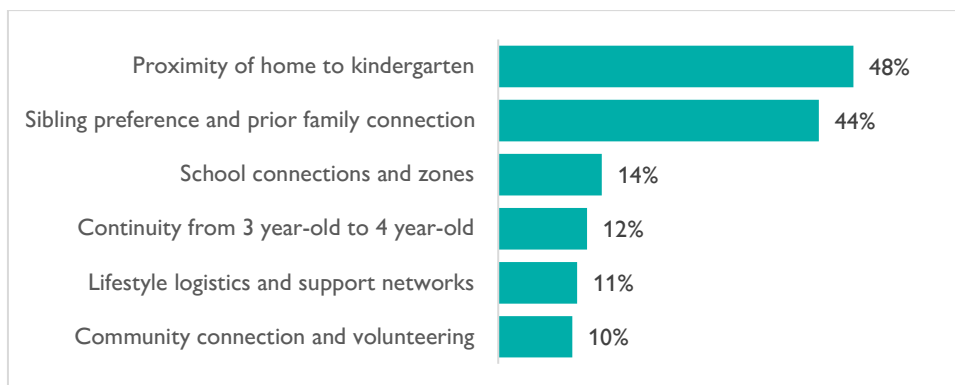
Optional question. Free text response.

149 responses (**68 per cent** of total responses).

This question asked respondents for free text comments about anything else Council should consider when prioritising offers for kindergarten. Responses to this free text question have been analysed and themed to help understand trends.

The most common priorities were:

- Proximity of home to kindergarten (72 comments, **48 per cent**)
- Sibling preferences and prior family connection (65 comments, **44 per cent**)
- School connections and zones (21 comments, **14 per cent**)
- Continuity from 3 year-old to 4 year-old (18 comments, **12 per cent**)
- Lifestyle logistics and support networks (16 comments, **11 per cent**)
- Community connection and volunteering (15 comments, **10 per cent**).



Examples of free-text responses were:

Yes, you should include priority of access for families who live within a 2km radius of a kindergarten, and who have had a sibling attend the kindergarten in the past 2 years.

I think proximity to local primary school they will attend in addition to sibling privileges should also be cony

families who have attended the kinder before should have priority access

Previous 3year old kinder placement.

Children with siblings who have attended the kindergarten in the past should be given priority access. Every council outside of Glen Eira does this and it makes no sense that Glen Eira does not. Community kinders are not prioritised in Glen Eira and families who want to send their children to them are disadvantaged. I specifically chose community kinder so I can be involved in the kinder and support it through volunteering, if my second child in unable to get a place there too then how is the Kinder meant to grow and continue to function, without continuous assistance from parents. It is very disappointing to feel that the council is prioritising Glen Education kinder and does not seem to understand that community kindergartens are precious and should be valued.

The council's argument that giving siblings priority access disadvantages other families (eg. single children families) is not a strong enough argument, and in fact strongly effects families who wish to build community.

Residency of Glen Eira should be the first criteria but there must be additional qualifying criteria to determine preference. Namely:

1. a sibling preference (Not just for currently attending the same service - it should be if a sibling has attending in the last 4-5 years). People donate time and money to the community run services to ensure their viability in the future and that should be considered.
2. a location priority (living within a 2km radius). It is ridiculous to allocate someone several km's away if there is a service close by.

I believe additional priority should be given to families to attend their closest kindergarten, in addition to prioritising prior year families of each kinder.

Siblings who attend within two years

Proximity: how close you live to the kinder

Available days of the week need to fit other childcare arrangements.

If the child has a sibling at the primary school next door and will attend that school following ki der.

Perfect example was I didn't get my first preference first time around in year 3 kindergarden when i had a child attending the Primary school in which the kinder was located. so as a mum of 4 - four different locations for kids. They don't ask your circumstance to begin with....

Support networks that live in the glen eira area. Grandparents. That support parents who work in the city

I almost think you need to pick days at kinder rather than the 3 center options

Home proximity to the kindergarten is extremely important as it makes it impossible to walk to drop off and pick up, and is much easier logistically if parents are working.

If a sibling attended in the last 5 years (these families consider themselves a part of the kinder community already).

If they will attend a local school (many families travel a distance to nearby schools and having their kindergarten aged children attend the kinder allows children to make friends and transition with those friends to school).

Living close to kinder but not in Glen Eira, some kinders are near the boundary of Glen Eira.

Working from home. Many work in the city (not Glen Eira) but can arrange to work from home on kinder days.

That there is fair distribution of ages and genders in the group of kinder kids. For example, this year there are certain day combinations of kinder which have a very high proportion of only one gender of children

Question 19. How could we better support families to register for community kindergarten, for example through clearer information, website content, communications, or forms?

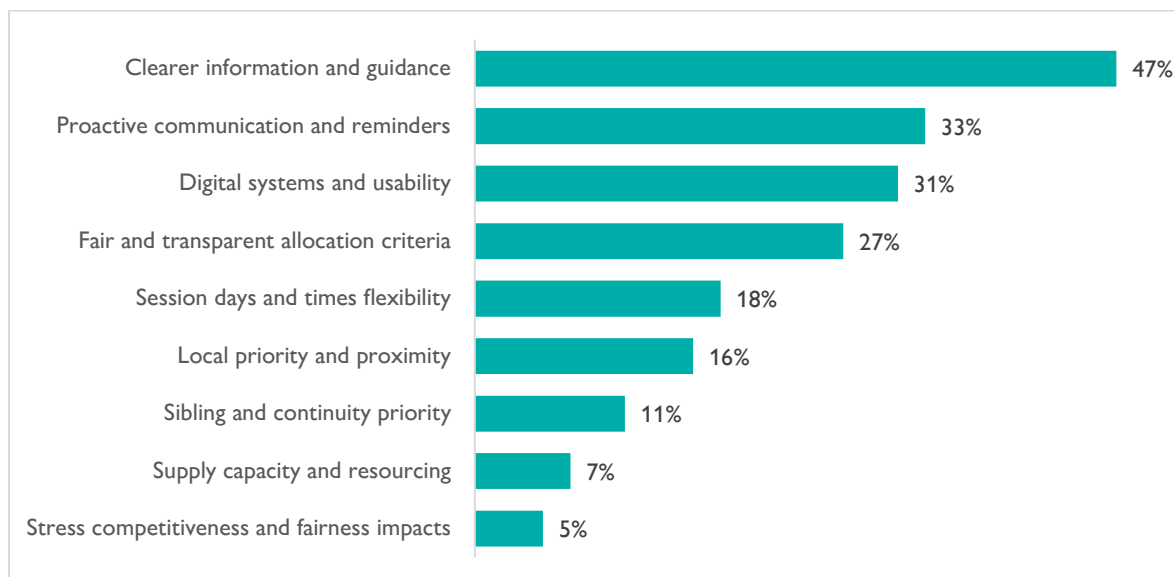
Optional question. Free text response.

100 responses (**46 per cent** of total responses).

This question asked respondents for free text comments about how Council can better support families to register for community kindergarten. Responses to this free text question have been analysed and themed to help understand trends.

The most common themes in response to this question were:

- Clearer information and guidance (47 comments, **47 per cent**)
- Proactive communications and reminders (33 comments, **33 per cent**)
- Digital systems and usability (31 comments, **31 per cent**)
- Fair and transparent allocation criteria (27 comments, **27 per cent**).



Examples of free-text responses were:

I would suggest to have the option of choosing when a family really needs to have a Saturday as a kinder day, so they can be prioritised on that day. And families who don't need the Saturday to have the option only for weekdays. For us it makes a huge financial difference to have our daughter in kinder but we have her on Friday and Saturday and she only goes one day.

Also, it would be good to have the option in the enrollment to say if we have someone else enrolled in that same centre so they can be together on the same day and that will help kids in the transition.

When registering for kinder, it would be much more efficient if families were able to nominate their preferred days as well as their preferred locations from the outset. This could help avoid the back-and-forth of being offered a location with days that don't suit, then needing to request a change and potentially being placed on a waiting list for the preferred days.

I understand that demand is high and allocations can be complex, but having the option to indicate both preferences at the beginning would likely save time and streamline the process for everyone involved.

I think you are doing this well. It's not the register, it's the criteria that is the problem

Previous 3year old kinder placement.

More communications - perhaps libraries etc. It occurs a lot earlier than people realise.

Clearer information explaining the criteria early on for getting admissions.

Updating kinder information based on MCH registered families of the appropriate age group would be helpful. updates and changes that are made disseminated through same channels would also be good.

I've always found the Family and Children's Services staff very helpful when I've dealt with them. The website is very easy to understand and I appreciate the reminders that come out in Glen Eira News and across Council's social media site when enrolment is nearing.

Allocate based on proximity to Centre.

3 x families - we all did our applications at exactly the same time with the exact same preference of days. We all live in the zone. It made no sense that none of achieved the same days.

Clearer information or advertising

Make people aware of the dates and the ages that they should be applying for their child to attend kindergarten. More advertising through emails, instagram and Facebook ads, flyer drops at daycares.

Need the ability to decline offer for specific days but stay on list for alternative days.

Feedback from stakeholders

Meetings were held with representatives from:

- Bentleigh West Kindergarten
- Ormond Community Kindergarten
- Glen Education
- Department of Education.

A summary of the feedback received from each of these stakeholders is presented below.

Bentleigh West Kindergarten

Two representatives from Bentleigh West Kindergarten met with Council's Engagement Advisor and provided a set of documents as written feedback, which are attached to this report in Appendix 1.

The two key issues presented by the representatives in the meeting and written feedback are:

- Request for Council to include a priority for children who live in Glen Eira within 2km of the kindergarten. This would increase fairness, encourage local connections, reduce traffick, increase volunteering, and is very common in other councils.
- Request for Council to add priority for children with siblings who have been through the kindergarten two years prior. This is common practice for other Councils, promotes childhood stability, community connections, and better aligns with common family structures.

Other comments included:

- Disagreement with the current priority for families who work/study in Glen Eira.
- They rely on a volunteers for the committee of management, which is a growing challenge and harder to maintain without families attending for consecutive years.
- The survey should have acknowledged the community's request for prioritising siblings or families within a 2km radius.

Ormond Community Kindergarten

Four representatives from Ormond Community Kindergarten met with Council's Senior Engagement Advisor and Coordinator Early Years and Partnerships to provide feedback. A summary of the feedback is provided below.

The representative's main comments were:

- They support making a 2km proximity to kindergarten the highest priority for the criteria, as it would align with the community's interest in attending kindergartens that are close to home.
- They support adding priority for siblings for more than a year to better support families with children spaced more than two years apart.

- The current policy disadvantages highly sought-after community kinders like Ormond, as it makes it harder to retain experienced parent committee members.
- The policy unintentionally disadvantages migrant families and families where English is a second language.
- Administration could be improved, including the enrolment process and clearer communications with the community, as it can be confusing for families.

Glen Education

Four representatives from Glen Education met with Council's Senior Engagement Advisor and Coordinator Early Years and Partnerships to provide feedback. A summary of the feedback is provided below.

The representatives' main comments were:

- The policy has improved, but still creates significant issues for some kinders and families.
- Demand for their kindergartens is very high and increasing.
- They support adding further priority for siblings, but note that a clear timeframe is needed – potentially three to five years. Time gaps between children vary widely.
- Proximity should be the highest priority in the hierarchy, ahead of sibling connections. Families mainly choose kindergartens based on proximity to home.
- A proximity criteria would need strong verification processes to prevent misuse of addresses, similar to school zone checks.
- A point based system could help to balance multiple criteria.
- The policy should better support kindergartens that rely on volunteers, but volunteering should not be an explicit criteria.
- Communications with Maternal and Child Health officers should be more consistent.
- The policy should consider situations involving court orders and parental consent, as these can affect enrolment eligibility.

Department of Education

Four representatives met with Council's Community Engagement Advisor to provide feedback. A document is provided to Councillors and Council officers with their approved comments. A summary of the feedback is provided below.

The representatives' main comments were:

- Glen Eira's kindergarten registration policy is aligned with their guidelines.
- They acknowledge and appreciate Council's community consultation, system improvements and officers' work to improve the process.
- They noted the community interest in changing criteria and encouraged Council to consider the future impacts of ongoing reforms, and to connect with parents early during outreach.

Children's drawings

Drawing sheets were provided to the managers of the fourteen community kindergartens to distribute to the children who attend their kindergartens. The drawing sheets asked children to draw what they love most about their kindergarten.

We received 137 drawings from kindergarten children. All children were either three or four years old. Drawing sheets required the parent or guardian's signature.

The submitted drawings help us understand the priorities and values of children who are directly impacted by the registration process.

The **children's drawings** show that children at the kindergartens most often love:

- playground equipment, e.g. swings, slides, trampoline, and monkey bars (**44 per cent**)
- playing (**23 per cent**)
- nature and being outside, e.g. rainbows, flowers, trees, sun (**22 per cent**)
- creative activities, e.g. drawing or painting (**18 per cent**)
- people, e.g. friends, family and teachers (**12 per cent**).

The drawings can be found in Appendix 2.

Appendices

Appendix 1 – Bentleigh West Kindergarten submission

Feedback from Kellie Dickson and Kate Bennett

President and Director at Bentleigh West Kindergarten

Bentleigh West Kindergarten is a valuable community space for early childhood education, creating connections with the local families, schools, and volunteers.

There are typically 12 volunteers who form the Committee of Management each year, along with a range of volunteers who support the kinder through attending Nature Kinder, excursions, visits to the local aged care facility and other such activities. These volunteers are part of what makes Bentleigh West Kindergarten special, keeping a strong community focus while having a high level of care and passion for local children. There can also be challenges with maintaining volunteers, particularly for the Committee in general and the Executive roles. With families now more likely to have two working parents, it's getting progressively more difficult to find new volunteers.

Bentleigh West Kindergarten is one of two community kinders under Glen Eira's policy that are independent. In comparison to Glen Education, Bentleigh West is a minority. Other Local Areas/Councils typically have more independent community kinders.

Priorities for access to kindergarten

There are two key priorities that should be added to Council's policy:

- Families that live within 2km of the kindergarten, while still being residents of Glen Eira.
- Children that have siblings who have been through the kindergarten, up to two years. E.g. If a child attends in 2026, their sibling should be able to attend in 2027 or 2028.

The current priority for families who work/study in Glen Eira doesn't make sense, as these families are less likely to contribute to the community or volunteer.

About siblings

The most recent changes to the policy, which added priority for siblings when they're attending in the same year, haven't had a significant impact on the community. Families with siblings in this timeframe, and where the age gaps lines up so that the siblings are only one school year apart (for example, older child born Jan-April), aren't very common. It's more common that families have children that are a few years separate.

As younger siblings grow up, they attend drop of and pick up along with the social activities, where they see the kinder and meet the staff. The parents also create connections, meeting other parents and feeling more comfortable in the environment.

The continuity and community connection improves the ease of transition for young families, as often the children who have had an older sibling attend the kindergarten experience a smoother transition. Furthermore, they act as role models and help the other children settle in, reducing anxiety.

It's very common for other Councils to prioritise siblings in their community kindergartens. Frankston, for example, has just increased their sibling priority from two years to three years, acknowledging its impact on the community and responding to the community requests. The statement from their mayor, Kris Bolam, affirmed:

“As an educator, I understand the critical pedagogical value of stability—particularly during the formative years of a child’s learning journey. Consistent and familiar environments provide the foundation for confidence, security, and optimal development.”

Primary and secondary schools will also typically prioritise siblings.

Prioritising siblings means parents are more likely to volunteer to join the Committee of Management as they will be at the kindergarten for longer and become more invested. Without a Committee of Management, the kindergarten cannot function. Without an active fundraising team on the Committee, the programs and environment at the kindergarten are negatively affected.

About proximity

It is unfair that families who live so close to their community kindergartens don't get a space. They are families who are local and don't have to drive for many kilometres. This would reduce traffic on the road, congestion and environmental impacts. They are also more likely to volunteer and create community connections. This connection extends into primary school as typically, many local children also attend the local school, meaning the children know more of their classmates. It's very common for other Councils to prioritise close proximity in their community kindergartens.

Comments on the engagement process

The survey is focused on the current system and skews the data. The title of the project, “Fair and equitable access to kindergarten”, is skewing the data to Council's viewpoint of what is “fair and equitable”. For example, the changes Frankston Council made to increase their sibling priority from two to three years came under the heading “a fairer kindergarten system” where the Mayor stated “[t]hese changes will deliver a more transparent, fair, and family-friendly process”. The questions asked in the survey also do

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not acknowledge the community's request for prioritising siblings or families within a 2km proximity, therefore the respondents cannot comment on the proposed changes.



15th July 2025

Bentleigh West Kindergarten are requesting a policy revision to align Glen Eira's enrolment system with best practice, ensuring families with siblings and those living locally are given fair consideration. We ask that the Council prioritise the needs of families by introducing sibling preference and proximity-based enrolment – essential for reducing disruption and fostering inclusive, connected communities.

Community kindergarten requires families to volunteer their time and take on a variety of committee roles and duties. Without this family engagement, support and commitment, community kindergartens cannot function.

Primary schools have strict zoning and include sibling preferencing, as do secondary schools, during their enrolment processes, demonstrating the current system is behind its educational counterparts. Kindergartens who conduct their own enrolments adopt a point system re proximity, siblings' attendance and other State Government requirements and locally determined criteria. This is also adopted by every other council municipality, except for the City of Glen Eira.

In Australia, early childhood education and care (ECEC) is guided by nationally approved learning frameworks: Belonging, Being & Becoming: The Early Years Learning Framework (EYLF), Victorian Early Years Learning and Development Framework (VEYLDF). These frameworks are part of the **National Quality Framework (NQF)**. ACECQA, the Australian Children's Education & Care Quality Authority, plays a central role in shaping and maintaining the quality of ECEC across Australia. ACECQA places strong emphasis on the importance of community in ECEC, recognising that children thrive when they feel connected, supported, and valued within their broader social environments. Engaging with community helps children observe, contribute to, and influence their world, building confidence and agency. ACECQA highlights that collaborative relationships with families and communities are essential for quality outcomes.

The early years are a critical period of brain development. According to the Australian Early Development Census (AEDC), children who grow up in supportive communities show stronger cognitive, social, and emotional outcomes. The EYLF emphasises that children's learning is enriched when families and communities work together. ACECQA states that "a positive sense of community supports children's belonging and learning." (Australian Government Department of Education, 2022, p. 29) When families can continue to participate and engage in their child's learning over consecutive years, the benefits are clear. We believe in family-centred practice. This is more than simply encouraging families to be involved with their child's education and care, At BWK, this relationship between the family and our staff is a partnership.



Bentleigh West Kindergarten Inc.

Siblings drop off and collect their older siblings from the kindergarten, they participate in family events such as movie night, events of cultural significance such as our Smoking Ceremony and working bees. Prior to commencing their early years learning journey at BWK, they have already experienced a sense of security which allows them to transition to their kindergarten years positively. Again, this is supported by the EYLF and the importance of continuity of learning and smooth transitions. Children experience greater success when transitions are planned and supported with familiar routines and consistent relationships. Collaborative partnerships with families and communities, means our kindergarten builds fundamental respectful, reciprocal relationships with children. This is at the heart of what we do.



We would welcome the opportunity to collaborate with Council to support this policy revision and improve outcomes for children and families in our community.



Kate Bennett

Director & Educational Leader

Bentleigh West Kindergarten Inc.

(03) 9557 8365

bentleighwestkinder.org.au



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21 Patterson Road, Bentleigh 3204 Phone: (03) 9557 8365

PO Box 4018, Patterson, VIC

3204 www.bentleighwestkinder.org.au ABN 20 498 021 552



15th July 2025

Attn: [REDACTED]
Manager Life Stages
Glen Eira City Council
PO Box 42
South Caulfield VIC 3162

Copy to: [REDACTED]
[REDACTED].

Dear [REDACTED]

Kindergarten Central Registration Scheme Policy reform

This letter is written on behalf of the Executive Committee of Bentleigh West Kindergarten (**BWK**).

The 'priority of access' criteria for three- and four-year-old kindergarten registrations as set out in the City of Glen Eira, Kindergarten Central Registration Scheme Policy (**Policy**) does not provide priority of access for siblings of children who recently attended kindergartens in the City of Glen Eira. While we are grateful that the modest amendments made to the Policy in April 2025, the amendments did not go far enough to meet community needs.

The purpose of this letter is to:

- (a) set out the reasons why the 'Local Area Criteria' of the 'Priority of Access and Local Area Criteria' set out in Appendix 1 of the Policy should be amended to include priority of access for children with siblings who have attended a kindergarten service in the City of Glen Eira in the past three years;
- (b) provide examples of policies in other Melbourne bayside area municipalities, together with our suggestions as to how the current Policy could be amended.

Part 1: Submissions in support of the amendment

In 2024, we had six families go through the stressful process of waiting and hoping that their children would receive a placement at the same kinder as their siblings. This year, we had more families go through the same stressful process. Two of those families have written impact statements **enclosed** with this letter.

21 Patterson Road, Bentleigh 3204 Phone: (03) 9557 8365
PO Box 4018, Patterson, VIC
3204 www.bentleighwestkinder.org.au ABN 20 498 021 552



We are aware of families at other kindergartens in the City of Glen Eira, including Ormond Community Kindergarten who were also in the same predicament.

The Council should amend the Policy to include priority of access for siblings (as set out in (a) above), for the following reasons:

1. **Priority of access for siblings can increase a child's sense of security and belonging, and create continuity and stability for families:** the process of waiting and hoping for kindergarten placement is very stressful. That is compounded for families with children who have recently attended the kindergarten and who face the very real prospect of the continuity of their experience being disrupted.

In our experience, younger siblings see their older brothers and sisters at pick-ups and drop-offs, they get to know the educators, and are often familiar and comfortable in the kindergarten space. Their parents develop friendships with other kinder families and enjoy contributing to the kinder at working bees and by joining committees and sub-committees. Often, these families also contribute to fundraising efforts. We see, first hand, the community benefits that continuity of experience provides for families.

Further, by not affording priority of access to siblings, families may face the unnecessary additional stress of supporting and nurturing young children as they develop a sense of security in a new and unfamiliar environment, and build trust with new educators. Asking families to enroll in a new unfamiliar kindergarten may also disrupt burgeoning friendships between parents and families, and impact community involvement (as set out further below).

2. **Providing priority of access for families promotes social cohesion and community involvement:** social cohesion refers to positive social relationships referred to as the 'bond or "glue" that binds people'.¹ A socially cohesive society is one 'which works towards the wellbeing of all its members, fights exclusion, marginalisation, creates a sense of belonging, promotes trust and offers its members the opportunity of upward mobility'.²

Kindergartens are naturally socially cohesive environments as they bring together families from diverse parts of the community, and offer a safe and inclusive space for learning, development and connection. Families with multiple kindergarten aged children are more likely to become engaged in the kindergarten community. At BWK, we benefit from and rely on families becoming involved in the kindergarten long term. Those

¹ Australian Human Rights Commission, 'Building Social Cohesion in our Communities' dated 2015, pg 2.

² Australian Human Rights Commission, 'Building Social Cohesion in our Communities' dated 2015, pg 2.



families contribute to the sustainability and development of the kindergarten by assisting with large scale projects and initiatives that take longer to develop and implement. We also see those families champion the kindergarten community by welcoming new families, sharing knowledge about the kindergarten, and becoming involved in committees and events. Kindergarten community connections often strengthen broader community connections. Over the years we have seen many friendships and business relationships form out of the kindergarten community.

3. **Providing priority of access for siblings does not unfairly disadvantage single-child families, or new families moving into the area:** the risk of unfairly disadvantaging single-child families, or new families moving into the area could be mitigated by allocating points or weightings to the Local Area Criteria (see, eg, the City of Port Phillip and City of Kingston policies referred to below), or by including priority of access for residents within a limited distance of the kindergarten (eg, 1km) (see, eg, the City of Stonnington, City of Kingston and Bayside City Council policies referred to below). A well-managed enrolment system can still ensure that single-child families, and new families moving into the area are fairly considered through other equitable access measures.

Separately, with respect to single-child families, the benefits to children, families and the community outlined in points 1 and 2 above, justify limited prioritisation for siblings. Single-child families do not need continuity of experience and are less likely to contribute to the kindergarten community once their child starts primary school. Consequently, these families should not be unfairly prioritised at the expense of other families and the community more broadly.

4. **Including priority of access for siblings would make the Policy consistent with equivalent policies in the City of Port Phillip, City of Stonnington, City of Bayside, City of Kingston, and City of Monash:** City of Glen Eira is the only municipality in the Melbourne bayside area which does not afford priority of access for siblings of children who have attended the kindergarten in the past. We have summarised the various policies adopted by other councils, below.
5. **The amendments we propose are supported by all kindergartens in the City of Glen Eira:** We have enclosed a copy of emails from the Operations Manager and President of Ormond Community Kindergarten which support our proposal. Further, Glen Education has also stated that it supports continuity of experience for siblings and families. Accordingly, there is in principle support for the amendments we propose from all kindergartens in the City of Glen Eira.
6. **Providing priority of access for siblings may be better for kindergartens and the Glen Eira City Council:** having previously managed kindergarten registrations, we



understand that it is a complicated, difficult and demanding process. Offering priority of access to siblings may reduce the administrative burden on the Council by streamlining the registration process and facilitating better planning for kindergarten staffing and resources based on expected enrolments.

7. The recent amendments to the Policy are welcomed but do not go far enough:

While we are grateful that the Council has recognised the importance of priority of access for siblings, the April 2025 Policy amendments do not go far enough. The current version of the Policy provides priority of access to residents with two or more children registering for places in three- and four- year old kindergarten at the same kindergarten in the same year, or for residents with a current three-year-old child registering for a place in four-year-old kindergarten at the same service. While this amendment is welcomed, it only provides priority of access for families with multiple children (eg, twins), families with a child being held back from school, or with children born approximately 18 months apart. With respect to the latter, we note that the average age-gap between siblings in Australia is 30 months.³ Consequently, the current version of the Policy is only designed to support a very small number of families in the community.

Without priority of access for siblings, families face the very real prospect that their children will be enrolled in a different kindergarten. While the amendments in April 2025 are welcomed additions to the Policy they do not go far enough. For example, they provide priority for families with twins, or children held back from school, but do not provide continuity of experience for siblings and families with children born more than 12 months.

8. The testing that the Council relied upon in relation to the 2024 kindergarten registrations is flawed: for example:

- a. The 2024 testing showed that 64% of 3 year-old kindergarten registrations indicated that the child did not have a sibling. However, the testing was only performed on families registering for 3-year-old kindergarten, not 4-year-old kindergarten. The testing provides no indication of the number of families who were pregnant at the time of testing, or who had a baby while their first child was attending three- or four-year-old kindergarten. Given the average age gap between siblings in Australia, it is unsurprising that many families did not have siblings at the time of registration.
- b. The Council should also test whether families are intending to have another child. It is not correct to say that because 64% of children registering for 3 year-old

³ [Megan Touhey, 'Age Gaps and Gender of Kids: The Pros and Cons of Different Family Structures'](#) dated 3 April 2018.



kindergarten did not have a sibling at the time of registration, they won't have a sibling in the future. For example, it would be incorrect to rely on that statistic to support the proposition that there are more single-child families than multiple-child families in the municipality.

Part 2: Comparative approaches

As set out above, City of Glen Eira is the only municipality in the Melbourne bayside area that does not include priority of access for siblings. We have summarised each of the various policies, below.

1. **City of Port Phillip:** the Priority of Access (**POA**) criteria is set out in Appendix 1 of the 'Children's Services Integrated Registration and Enrolment (CSIRE) for Childcare and Integrated Procedure 2024'.⁴

The POA criteria are separated into 'high priority' and 'locally agreed' POA. High priority of access is given where children meet the Department of Education Priority of Access Guidelines. Remaining registrations are prioritised in accordance with the 'locally agreed' POA. These are additional criteria developed in conjunction with kindergartens to give secondary preference to the local community and those with a prior connection to the service.

Each of the POA criteria are given different points - points may be accumulated across different criteria. The CSIRE system automatically tallies points accrued by the boxes ticked during registration, providing a tally of points. The system then allocates offers when a family's requirements match a centre vacancy.⁵

The criteria are as follows:

- a. **High POA:** the Department's POA criteria for high priority children has a value of 100 points. That includes all of the criteria for high priority children listed on the DET website.⁶
- b. **Locally agreed POA:**
 - i. Local Criteria 1 has a value of 20 points and includes children of centre employees.

⁴ [CSIRE for Children and Integrated Kindergarten Procedure 2024](#), Appendix 1, Local Criteria 2 and 3.

⁵ [CSIRE for Children and Integrated Kindergarten Procedure 2024](#), pg 10.

⁶ [Department of Education, 'Priority of Access for Early Childhood Education', undated.](#)



- ii. Local Criteria 2 has a value of 15 points and includes residents of the City of Port Phillip, siblings of children currently enrolled in a service, children currently attending a particular kindergarten, and employees of the City of Port Phillip.
 - iii. Local Criteria 3 has a value of 10 points and includes siblings of those who attended the service in the past, non-residents with local neighbourhood connection to a service, and non-residents who work or study in the City of Port Phillip.
 - iv. Local Criteria 4 has a value of 5 points and includes children of non-City of Port Phillip residents who do not live, work, study or have any other connection to the City of Port Phillip.
2. **City of Stonnington:** the POA criteria is set out in Appendix 1 of the 'Stonnington Central Registration Scheme for three- and four year-old kindergarten, 2024'.⁷ As with the City of Port Phillip, City of Stonnington affords higher priority to children who meet the Department of Education Priority of Access Guidelines. Remaining registrations are prioritised in accordance with the local allocation criteria and additional allocation considerations set out in the policy.⁸

A computer-based selection process is applied to all registrations. The computer will randomly allocate offers to applicants holding equal points.⁹

The 'local allocation criteria' are used to prioritise allocations where demand exceeds the places available. The following facts are considered by City of Stonnington when allocating a place:¹⁰

- a. Existing service connection: children currently accessing the service.
- b. Proximity to service: families who live within a 2km radius of the service.
- c. Residents: families who are residents of the City of Stonnington.
- d. Previous service connection: sibling currently or previously accessed the service (within five years).

⁷ [Stonnington Central Registration Scheme for Three- and Four-Year Old Kindergarten 2024](#), Appendix 1.

⁸ [Stonnington Central Registration Scheme for Three- and Four-Year Old Kindergarten 2024](#), pg 6.

⁹ [Stonnington Central Registration Scheme for Three- and Four-Year Old Kindergarten 2024](#), pp 6, 7.

¹⁰ [Stonnington Central Registration Scheme for Three- and Four-Year Old Kindergarten 2024](#), pg 14.



Applicants may also apply for special consideration when circumstances mean that it is critical for their child to attend a specific kindergarten.¹¹ The policy also states that:

- *'All efforts will be made to ensure two children from the same family, who are enrolling in kindergarten in the same year, will be offered places at the same service where this is requested by the family'; and*
 - *Additional consideration can also be given where 'Prior connections with the services ... fall outside the scope of the defined local allocation criteria'.*
3. **City of Kingston:** kindergarten places are allocated in accordance with the 'Central Registration Scheme for Funded Kindergarten - Allocation Procedure'.¹² Registrations are subject to a classification process based on selection criteria categorised between 0-6.¹³ Level 0 includes the Department of Education Priority of Access criteria above, and other high-priority criteria.

The following allocation criteria applies to all other registrations:

- Level 1. Residents of the City of Kingston who live within a 2km radius of the service of their first option **and** have a prior connection to the service.
- Level 2. Residents of the City of Kingston who live within a 2km radius of the service of their first option **or** have a prior connection to the service.
- Level 3. Residents of the City of Kingston.
- Level 4. Non-residents of the City of Kingston who live within a 2km radius of the service of their first option **and** have a prior connection to the service.
- Level 5. Non-residents of the City of Kingston who live within a 2km radius of the service of their first option **or** have a prior connection to the service.
- Level 6. Non-residents of the City of Kingston.

'Connection to the service' is defined as:

'An allocation criteria that allows consideration for a child who has previously attended the service, and/or a sibling attended the service within the previous three years from submission of the registration form'. [Emphasis added]

¹¹ [Stonnington Central Registration Scheme for Three- and Four-Year Old Kindergarten 2024](#), pg 15.

¹² [City of Kingston, 'Central Registration Scheme for Funded Kindergarten - Allocation Procedure'](#).

¹³ [City of Kingston, 'Central Registration Scheme for Funded Kindergarten - Allocation Procedure'](#), [4.2.1].



Parents may be required to provide additional documentation to support their registration, including evidence of prior connection to the service.

Families who have siblings attending in the same year, and who want them to attend the same service, will be considered jointly unless otherwise specified by the parent/guardian.¹⁴

4. **Bayside City Council:** the Bayside City Council criteria is set out on its website.¹⁵ It is not clear whether a computer-based system is used to allocate weightings to be given to each registration. The priority allocation criteria are set out as follows:

- 8: Resident Priority of Access - child is a Bayside resident and meets the eligibility criteria of the Department of Education.
- 7: Continuity - child currently enrolled in a 3-year-old program registering in a 4-year-old program at the same kindergarten service. (Resident or non-resident)
- 6: Current Connection - child has a sibling currently enrolled at the kindergarten service. (Resident or non-resident)
- 5: Multiple siblings - child is a Bayside resident and has a sibling also registering for 3 or 4-year-old kindergarten at the same service for the same year, or the child is a Bayside resident and had a sibling that previously attended the same kindergarten service.
- 4: Resident Proximity - child is a Bayside resident and resides within a 2km radius of the selected kindergarten service.
- 3: Resident - child is a Bayside resident.
- 2: Non-Resident Priority of Access - child is a non-Bayside resident and meets the eligibility criteria for the Department of Education.
- 1: Non-Resident Proximity - child is a non-Bayside resident and resides within a 2km radius of the selected kindergarten service.
- 0: Non-Resident - child is non-Bayside resident.

¹⁴ [City of Kingston, 'Central Registration Scheme for Funded Kindergarten - Allocation Procedure'](#), [4.2.5.1]

¹⁵ [Bayside City Council, 'Kindergarten Allocation and Offer Process'](#), undated.



5. **City of Monash:** kindergarten places are allocated in accordance with the 'Kindergarten Central Registration and Enrolment Scheme (CRES) Policy', and the 'Kindergarten Central Registration and Enrolment Scheme (CRES) Procedure'.¹⁶

The procedure sets out the mandatory priority of access criteria stipulated by the Department of Education. The following 'local priority criteria' is set by the management groups of the kindergartens in the City of Monash:

- Does the child reside in the City of Monash?
- Did the child attend three-year-old kindergarten at the service? Please note that attendance at a three-year-old kindergarten does not guarantee a placement at the same kinder for the four-year-old program.
- Does the child have a sibling that attended the same kindergarten in the last three years?
- What is the proximity of the child's residence to kindergarten in a straight line? (measured by Geographic Information System - GIS)

Each of the priority of access and local priority criteria are allocated points value. The points are accumulated and then allocations are made to the highest value of points.¹⁷

Part 3: Our suggested amendments to the Priority of Access Criteria and Local Area Criteria

In light of these policies, we have set out some suggestions as to how we consider the Priority of Access Criteria of the Policy could be improved.

We suggest the following changes to the Priority of Access Criteria in Appendix 1 of the Policy:

1. Remove the separate priority of access criteria for three- and four- year old kindergarten.
2. Introduce 'high' priority, and 'local priority' criteria for all registrations.
 - a. The high priority criteria should include the Department of Education Priority of Access criteria, and any other aspects of the 'child's situation' section of the current Policy that Council sees fit.
 - b. Council should introduce a points based system, or weighted value system for assessing 'local priority' criteria, consistent with the approaches used by

¹⁶ [City of Monash, 'Kindergarten Central Registration and Enrolment Scheme \(CRES\) Procedure'](#).

¹⁷ [City of Monash, 'Kindergarten Central Registration and Enrolment Scheme \(CRES\) Procedure'](#), pg 4-5.



Kingston, Bayside, Port Phillip City, and Monash City Councils.

- c. The local priority criteria should comprise the following criteria (based on the policies set out above) in order of highest to lowest priority:
- i. Existing connection to the service: child currently enrolled in a three-year-old program registering in a four-year-old program at the same kindergarten service (Resident or non-resident).
 - ii. Current connection to the service: child has a sibling currently enrolled at the service of their first option (Resident or non-resident).
 - iii. Multiple siblings: the child is a City of Glen Eira resident and has a sibling also registering for three- or four-year-old kindergarten at the same service of their first option for the same year.
 - iv. Local residents with prior connection to the service: residents of the City of Glen Eira who live within a 2km radius of the service of their first option and have a prior connection to the service.
 - v. Residents with a prior connection to the service: residents of the City of Glen Eira who do not live within a 2km radius of the service of their first option but have a prior connection to the service.
 - vi. Residents of the City of Glen Eira.
 - vii. Non-residents of the City of Glen Eira who:
 1. live within a 2km radius of the service of their first option and have a prior connection to the service; or
 2. who work or study in within a 2km radius of the service of their first option; or
 - viii. Non-residents of the City of Glen Eira.

'Connection to the service' should be defined to include children who previously attended the service, and/or have a sibling who currently attends the service, and/or have a sibling who previously attended the service within the previous four years from submission of the registration form.



In 2024, we launched a petition that received almost 250 signatures in a very short period of time. We are motivated to re-ignite that campaign in 2025 if necessary.

If you have any questions regarding this letter or would like to discuss, do not hesitate to contact BWK President, Kellie Dickson on 0401 421 745.

Kind regards

Kellie Dickson
President
Bentleigh West Kindergarten Inc.

Kate Bennett
Director
Bentleigh West Kindergarten Inc.

Parent Statement - [REDACTED]

1. Emotional and Practical Impact on Our Child and Our Local Community Support Network:

[REDACTED] is now the only child from [REDACTED] returning cohort who has not yet received a placement. Her close friends, [REDACTED], have all secured spots at Bentleigh West Kindergarten (BWK). Our families rely heavily on each other for shared school pick-ups, informal childcare, and emotional support. This community has been incredibly impactful since we moved to Bentleigh in 2021, and we are truly grateful to be a part of it.

We haven't yet told [REDACTED] that she is unlikely to attend BWK. I genuinely don't want to see the disappointment on her face. She expresses such excitement and pride about going to '[REDACTED]'s kinder," regularly making comments about "going there"... "like [REDACTED]". In 2023 and 2024, she frequented BWK weekly. She feels incredibly comfortable and happy in that environment. To this date, she still runs in with joy and confidence when we visit Leo's past teachers to say hi.

2: Environmental and Congestion Impact for Our Municipal:

For our full-time working household, the convenience of a local placement is a necessity, not a luxury. Managing drop-offs and pick-ups at separate, distant locations across the council area is simply not sustainable. This adds significant stress, time, and complexity to our daily routines and removes our ability to walk to school, which we value for its environmental impact and the calm start it offers our family. Furthermore, more driving contributes to local congestion and emissions, which goes against the values we try to uphold.

3. Strain on Family Wellbeing and Daily Functioning

On a highly personal level, I am at social capacity, like many mothers. The thought of having to widen our social network again and start from scratch with new families and support systems is something I honestly dread. Despite this, I know I will have to put myself out there again, not for my own benefit, but to ensure that Goldie has the chance to build new friendships and feel included. It's a heartbreaking compromise when we already have a thriving, supportive community that could continue if she were placed at BWK, setting her up for success when transitioning into Bentleigh West Primary School. This entire process has placed considerable strain on me; it has been deeply disheartening and stressful, and I sincerely hope other families will not have to experience this in the future.

4. Misalignment with Policy and Council Values

I also want to express my concern that the current placement priorities do not seem to align with Glen Eira's mission of fairness, inclusion, and community connection. The lack of consideration for returning families and sibling connections feels at odds with these values, and it conflicts with the Vic Gov Enrolment Priority order of placement, which prioritises siblings (Priority 1) and order of closeness (Priority 2).

For families like ours, placement in a local service is not just a matter of convenience it's essential for functioning within the community we contribute to every day.

While I understand the complexities of demand and placement policies, I hope this feedback becomes part of a broader conversation about how Glen Eira can better support the values it promotes.

- Warm Regards -

[REDACTED]

[REDACTED]

3 July 2025

To whom it may concern,

Glen Eira Kindergarten Registration 2026

I am writing to express my disappointment in the process for registration of kindergarten and there being no policy to allow siblings to take priority.

My daughter [REDACTED] has attended 3-year-old kinder at Bentleigh West in 2024 and is halfway through 4-year-old now.

We love being part of the Bentleigh West kinder community, my husband (a qualified [REDACTED]) is on the committee doing maintenance and I volunteer when I can for excursions.

Our son [REDACTED] is due to start 3-year-old kinder in 2026. We were excited to have him attend Bentleigh West; he has got comfortable with the setting from picking up his sister. He has also got to know Kate who would be his teacher very well. This would be extremely helpful with transition into a kinder setting.

I know the kinder relies on parents and families volunteering their time to continue running, we would be able to do this for a further two years if we were offered a place I would think this would be taken as a consideration when offering places.

Yesterday I received a call after sending an email to the council, apologies I cannot recall the name of the person I spoke to. She explained that if they offered places to siblings then there would only be 3-4 places to new families, she expressed this wasn't a fair process to new families.

I would like the council to consider introducing a sibling's policy to ensure families can continue being part of the kinder community with their other children.

I am happy to discuss this further.

Kind Regards

[REDACTED]

[REDACTED]

[REDACTED]

Appendix 2 – children's drawings

Draw what you love most about your kindergarten

"going on the swing"



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I love sunscreen at kinder,
that is me putting on
sunscreen."



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Draw what you love most about your kindergarten



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I love playing balls
at kinder"



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I like the swing at Kinder"



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I love the Legos at kinder



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



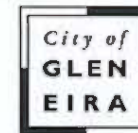
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Draw what you love most about your kindergarten

I love going on
the trampoline



GLEN EIRA
CITY COUNCIL



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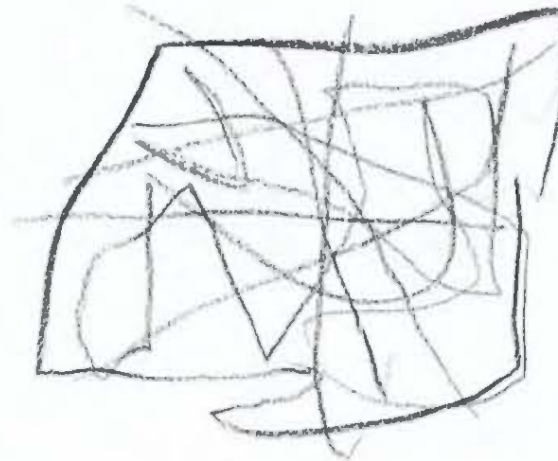


Draw what you love most about your kindergarten

I love going on
the trampoline, kicking
the footy and rolling
the blue tubs.



GLEN EIRA
CITY COUNCIL

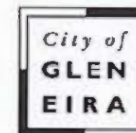


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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I love the swing
at kinder."

that is me on the
swing."



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Draw what you love most about your kindergarten

"I love the
trampoline."



GLEN EIRA
CITY COUNCIL



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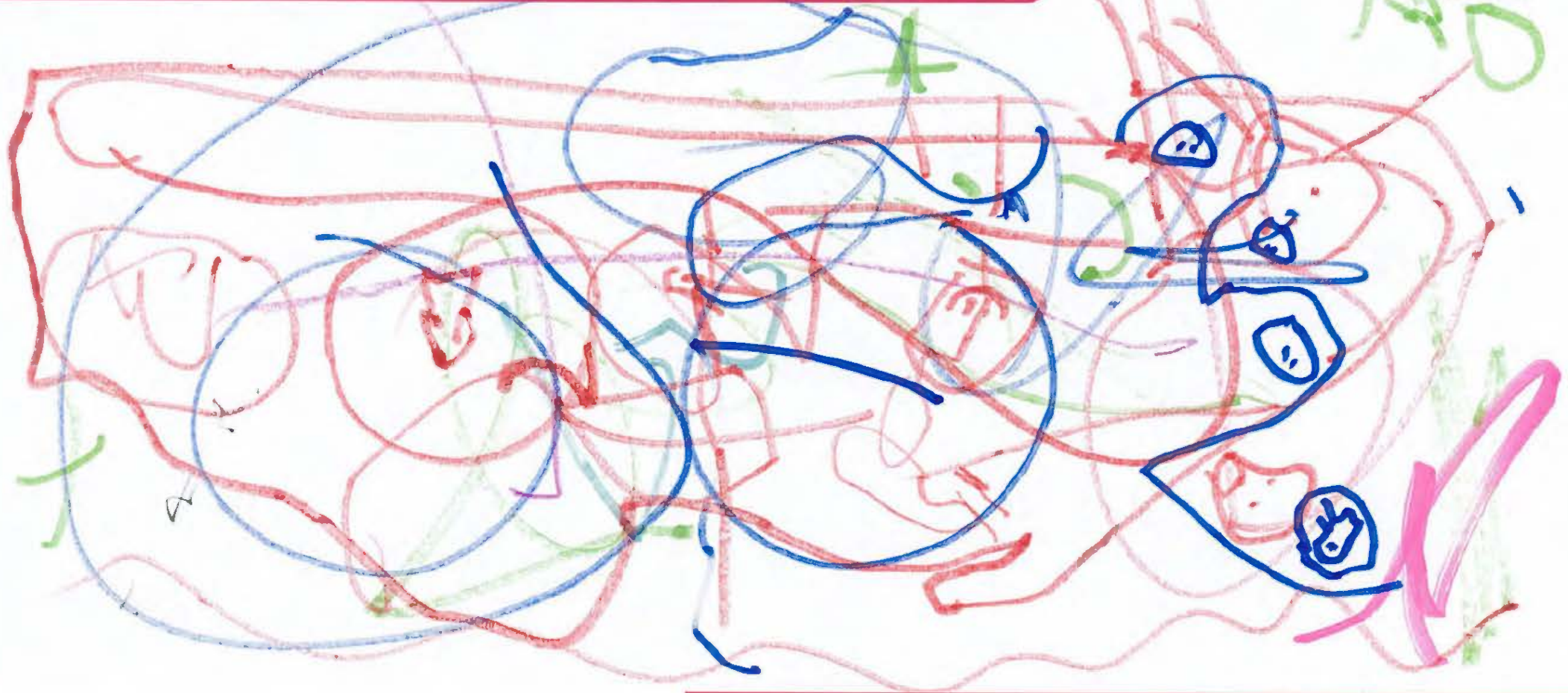
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Draw what you love most about your kindergarten

"I love everything
at kinder."

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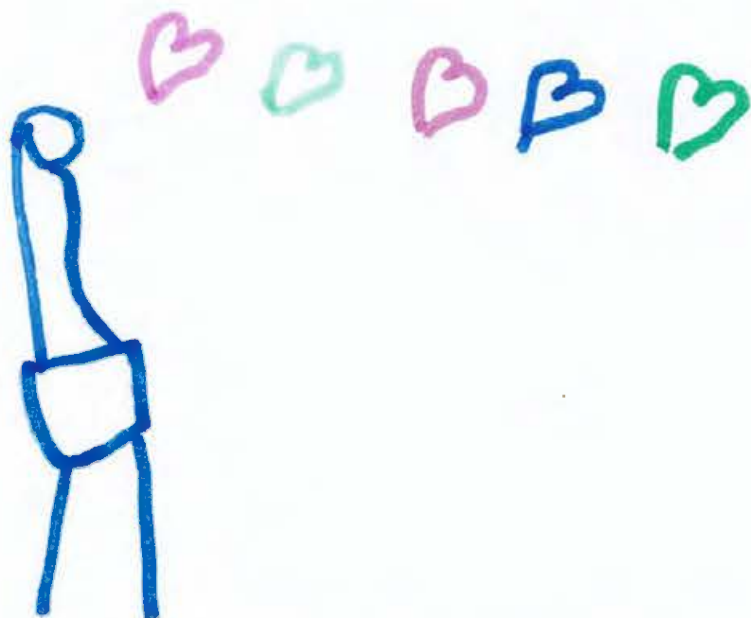


Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I love the telescope
at kinder"



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Draw what you love most about your kindergarten



GLEN EIRA
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I love the teachers
at kinder



I love the Trampoline



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Draw what you love most about your kindergarten

I love the baby dolls



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Draw what you love most about your kindergarten

"I love everything
at kinder"

"I love jumping on
the trampoline!"



GLEN EIRA
CITY COUNCIL



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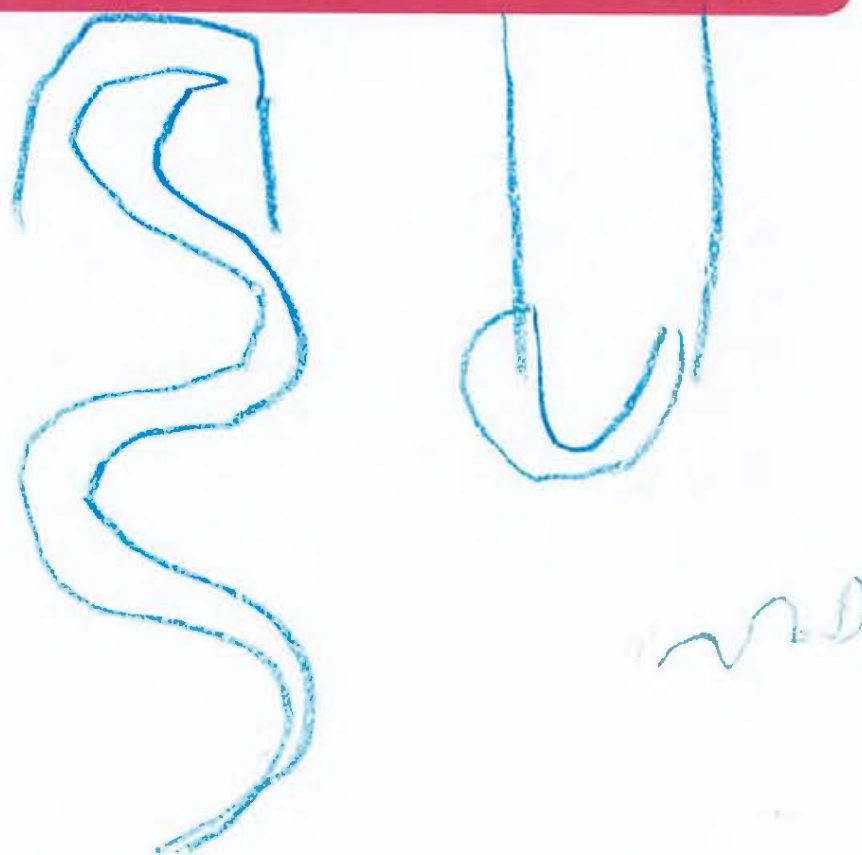
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



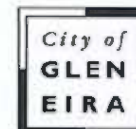
"I love the slide
and the swing
at kinder!"

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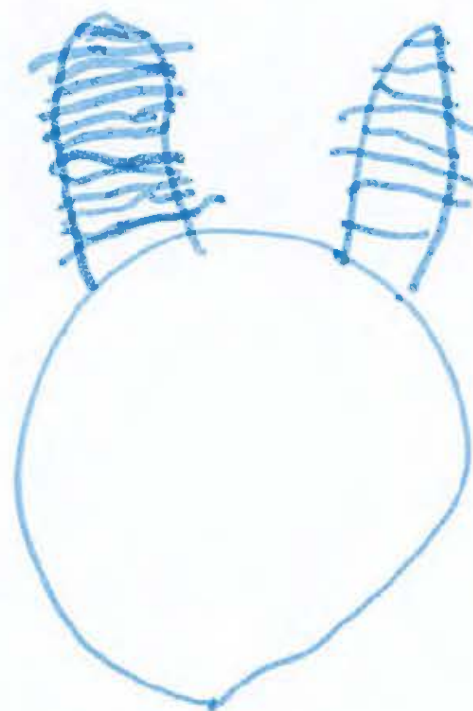
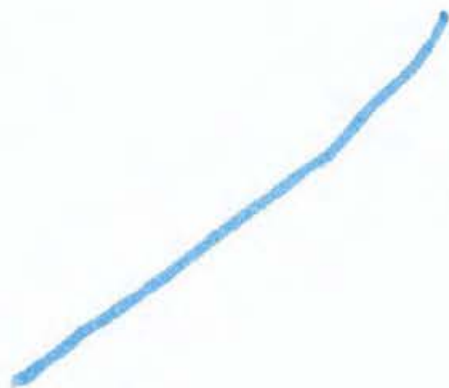
Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I love going on the slide"

"And I love the kangaroo balls."



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Draw what you love most about your kindergarten

I love going on the
trampoline, the swing,
the slide and going
in the cubby.



GLEN EIRA
CITY COUNCIL



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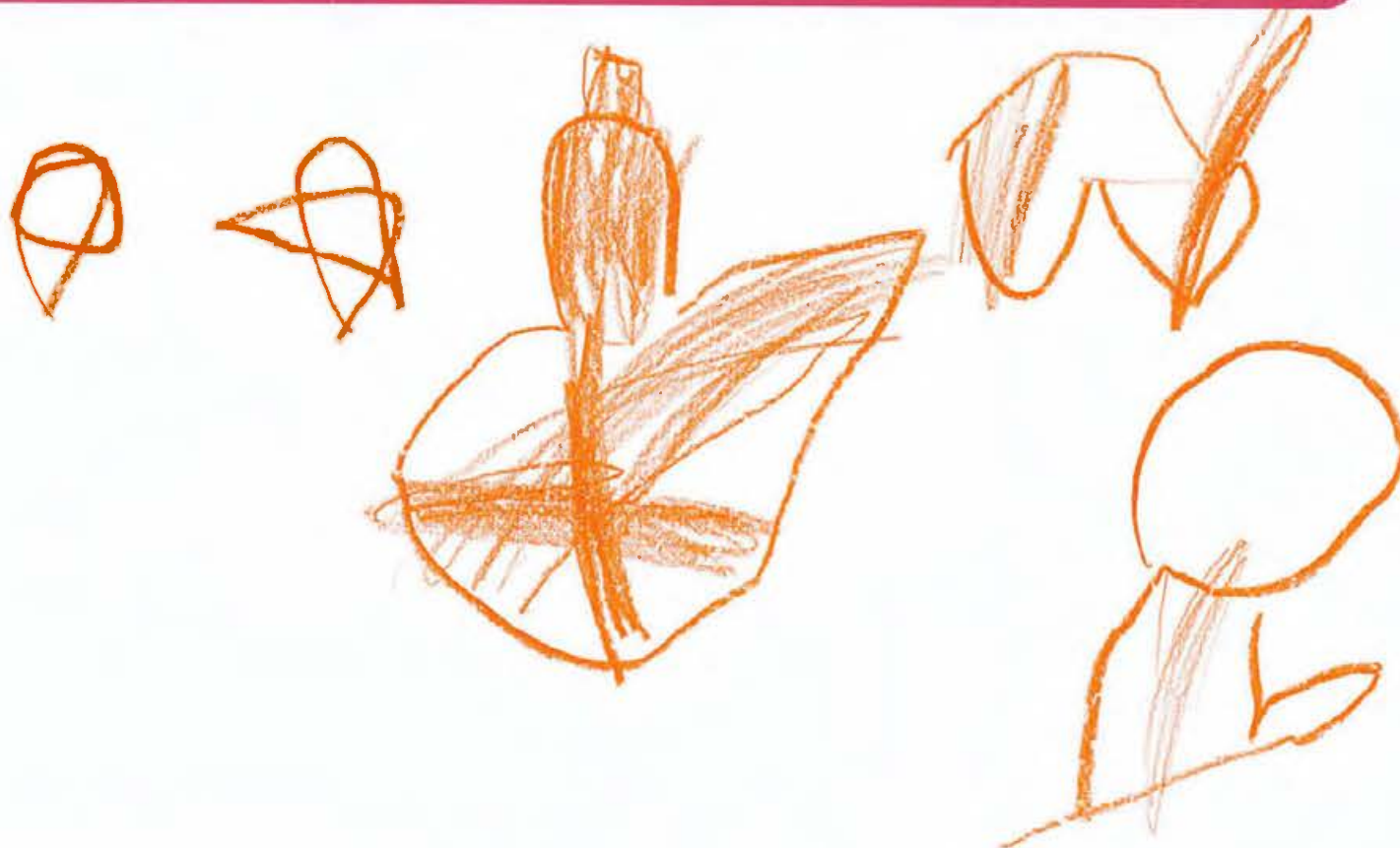
Draw what you love most about your kindergarten

TK



GLEN EIRA
CITY COUNCIL

"I love the trampoline
at kinder."



TK

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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten

I love playing tag
and rugby.



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I love Bunjil the Eagle
at Kindergarten.



"Here is
Bunjil with lots
of rainbow feathers"

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Draw what you love most about your kindergarten

"This is my
Kindergarten."
"I love
basketball."



Here is the basketball
player at Kindergarten.



Here are the
basketballs.



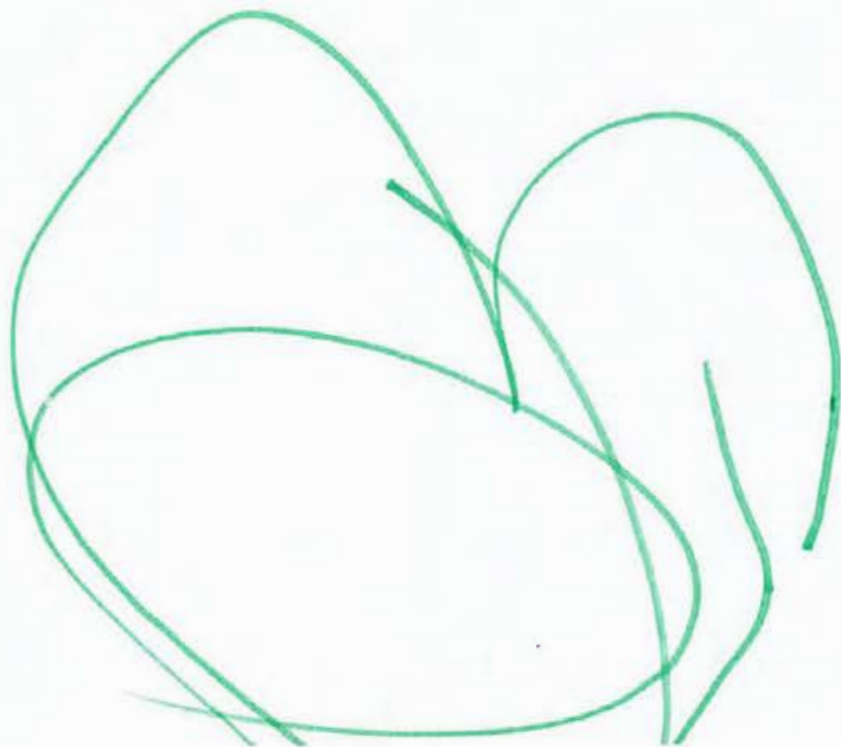
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Draw what you love most about your kindergarten

"The most thing about it is
having fun and learning."



"Here is my
fun!"



244



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



"This a
smiling face
love heart."

"I love the love heart at kindergarten, it is kind."

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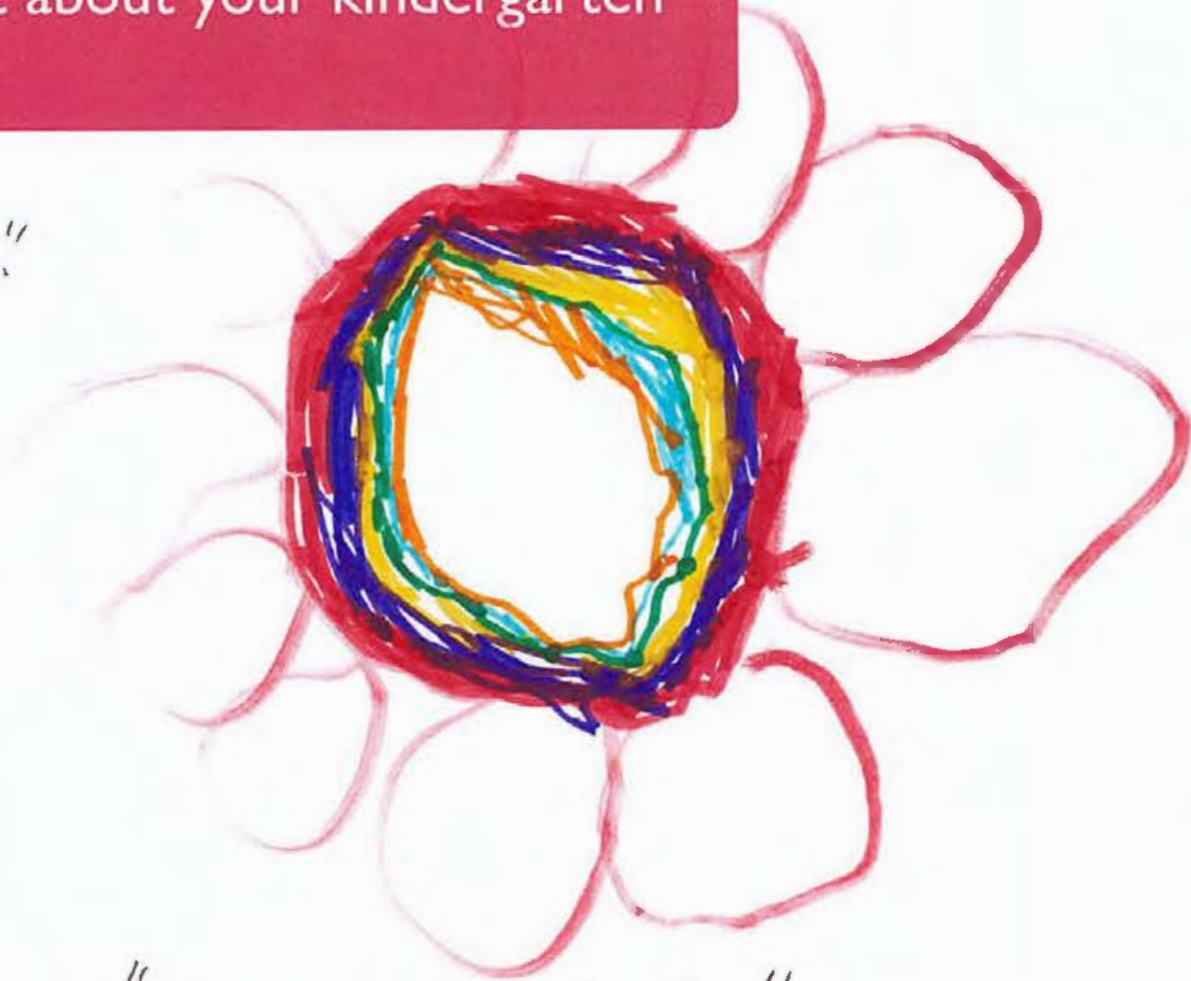


Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

"I like the
flowers at Kindergartens."



"Here is my flower"

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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I like playing
with unicorns
at
Kindergarten
In
the
sandpit



NONP



"Here I am
learning
playing
friends"

NONP
K P

"It's all about loving mummy."

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Draw what you love most



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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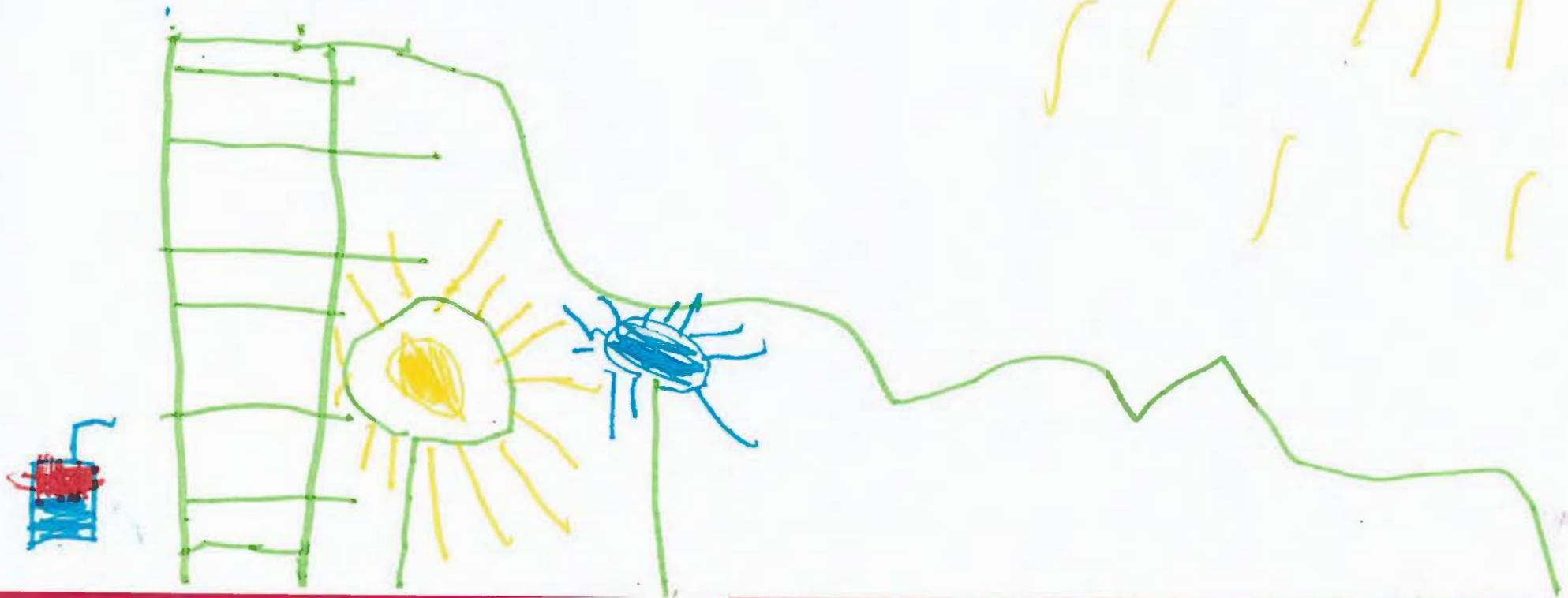
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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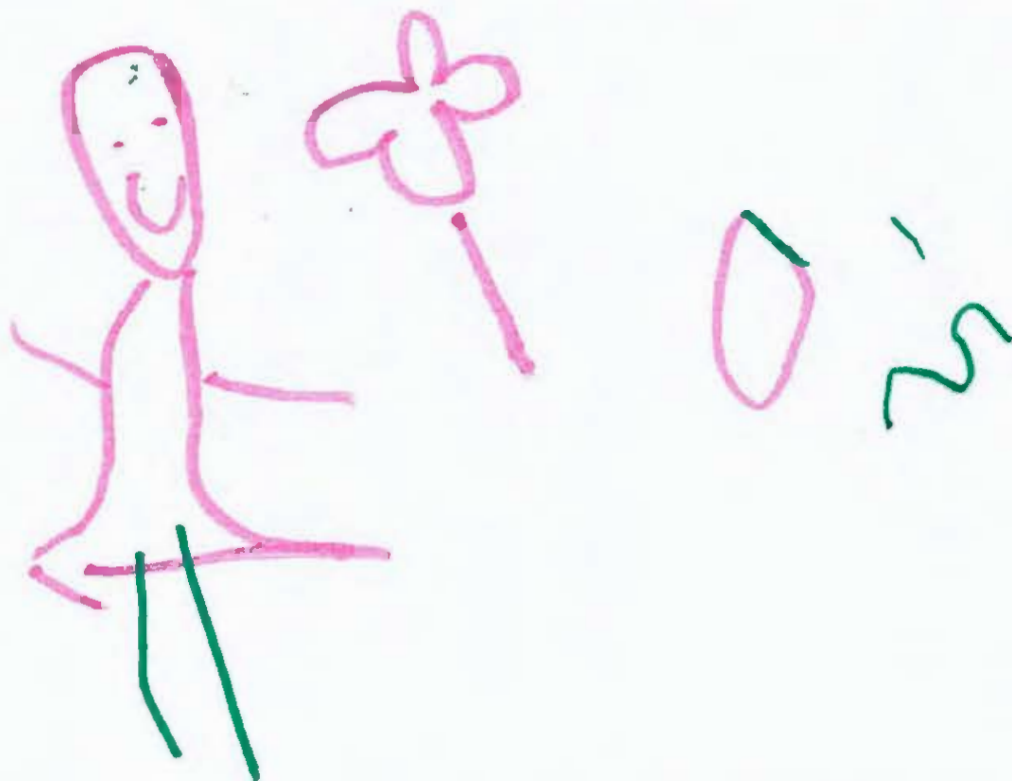
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I LIKE TO
USE THE
TRAMPOLINE



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Draw what you love most about your kindergarten



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

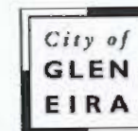


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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I LOVE WHEN NONNA
COMES TO PICK ME UP
AND DROP ME OFF
AT KINDERGARTEN



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I LIKE TO DRAW
RAINBOWS AT KINDERGARTEN



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I LOVE WHEN
WE JUMP FROM THE TREE



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



I LOVE THE
FLOWERS WE HAVE IN
OUR KINDERGARTEN YARD

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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



I LOVE CLEAN
THE KINDERGARTEN

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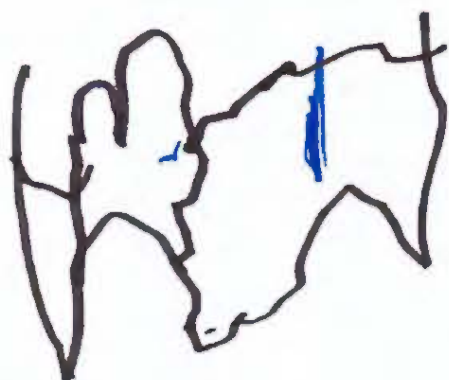
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



I LOVE USING THE
SWINGS



I LOVE TO RUN UP
AND DOWN FROM THE HILL
IN THE YARD

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Draw what you love most about your kindergarten

Lots of love hearts for my family! *



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

These love hearts are
for you (for all my
teachers)



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



This is Daddy.



This is my sister.



This is

This is my mama.

I forgot my dog, never
mind!

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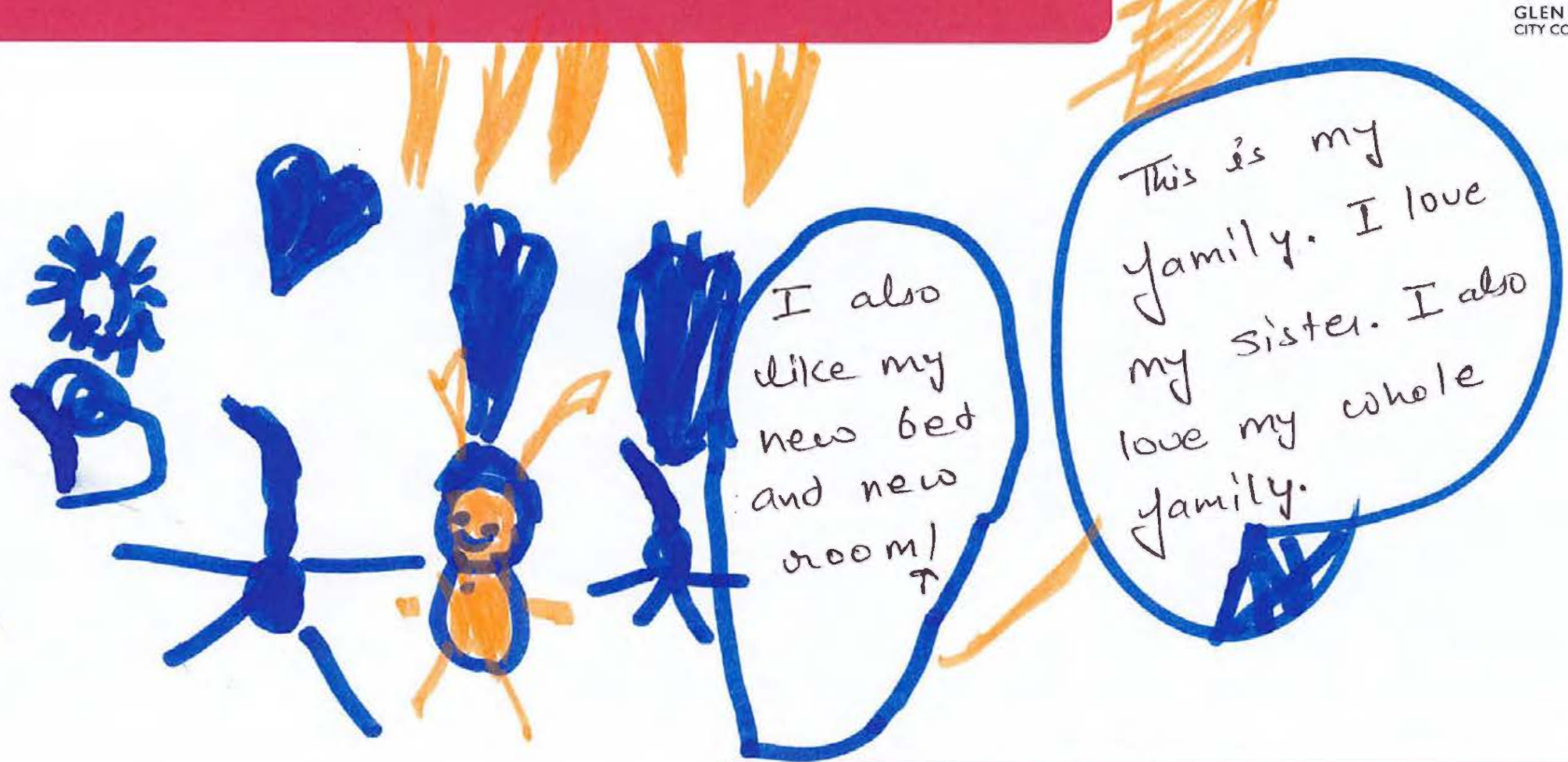
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Draw what you love most about your kindergarten



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CITY COUNCIL



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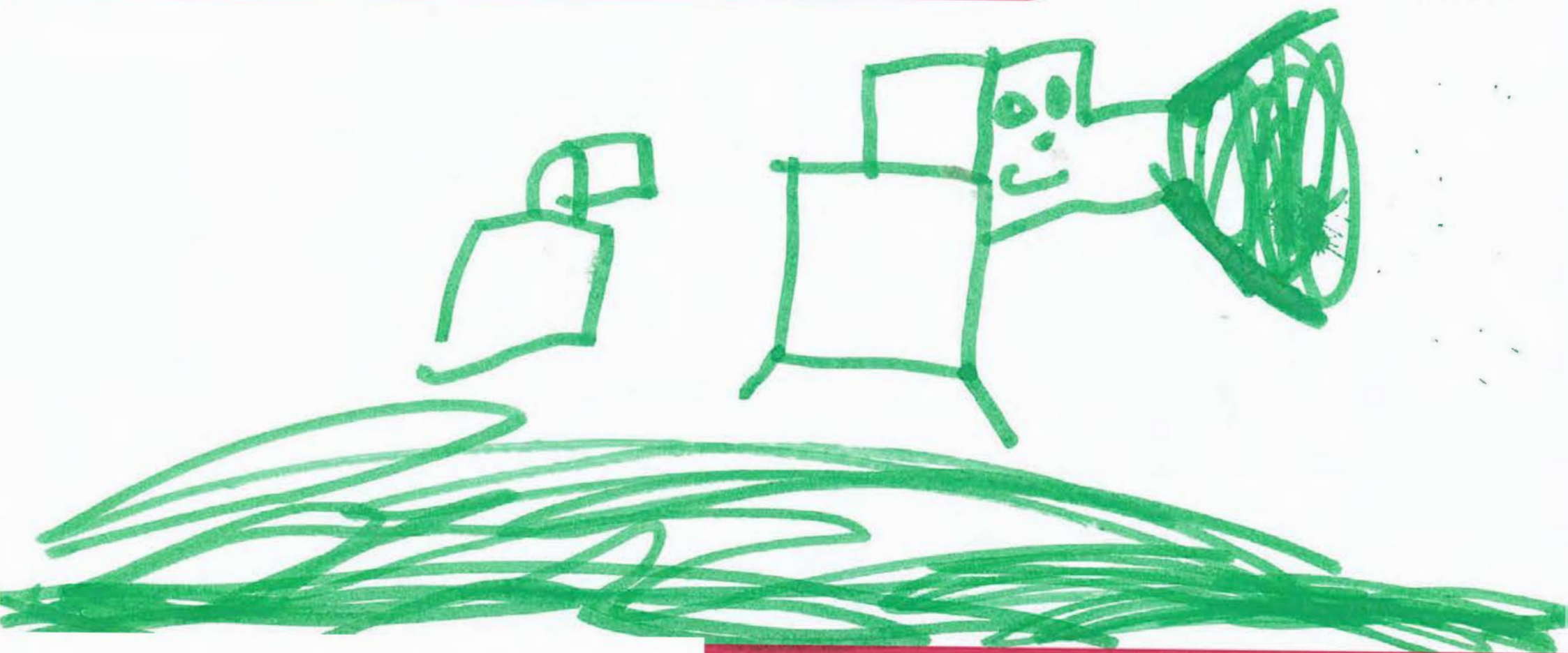
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Draw what you love most about your kindergarten



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

This is King's Castle for all the Kings.



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Draw what you love most about your kindergarten

This is my
kinder!



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
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Monkey bars...



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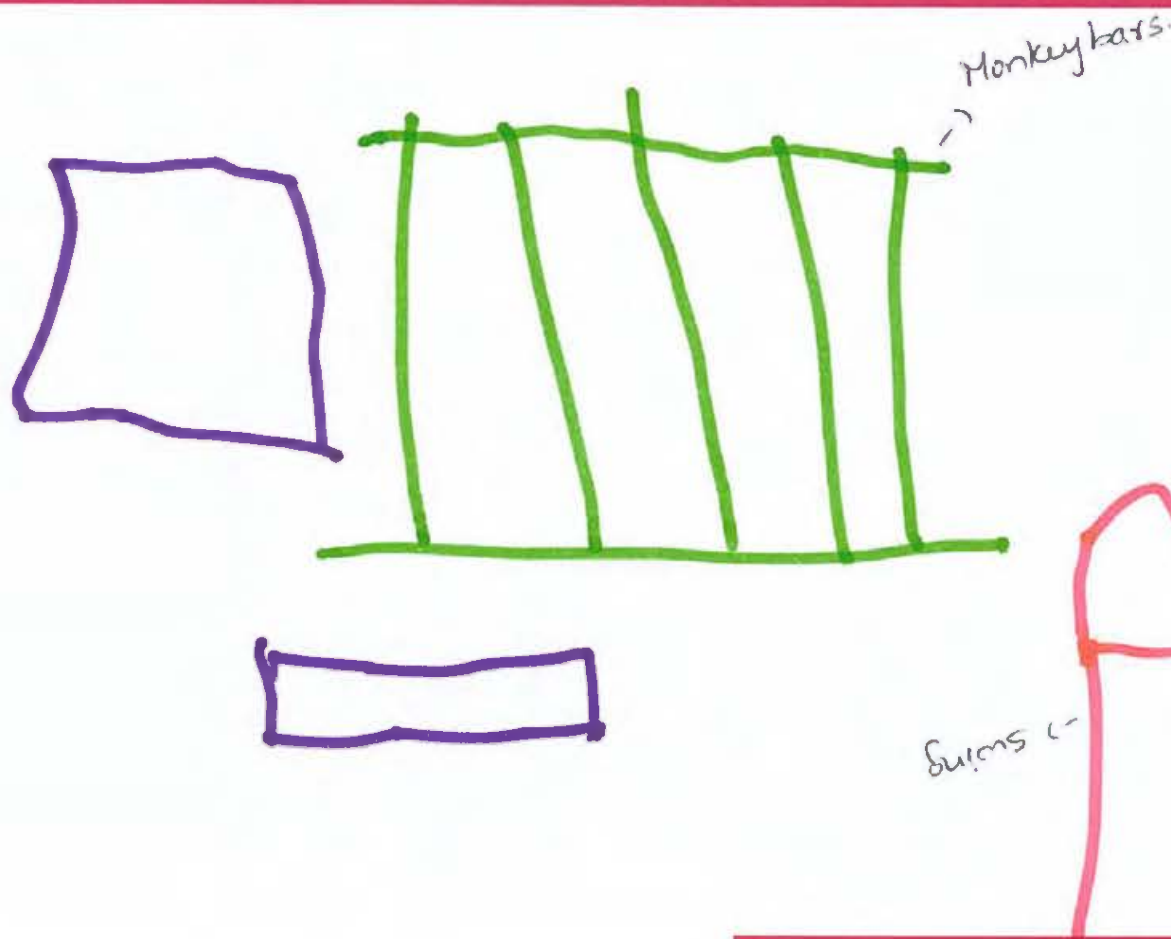
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



→ playing with babies

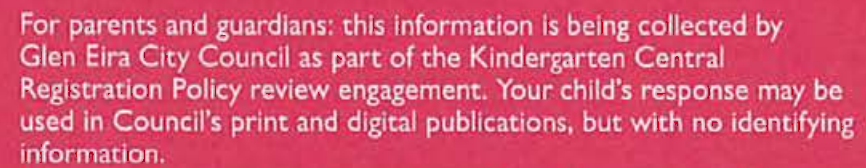
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City of
**GLEN
EIRA**

**GLEN EIRA
CITY COUNCIL**

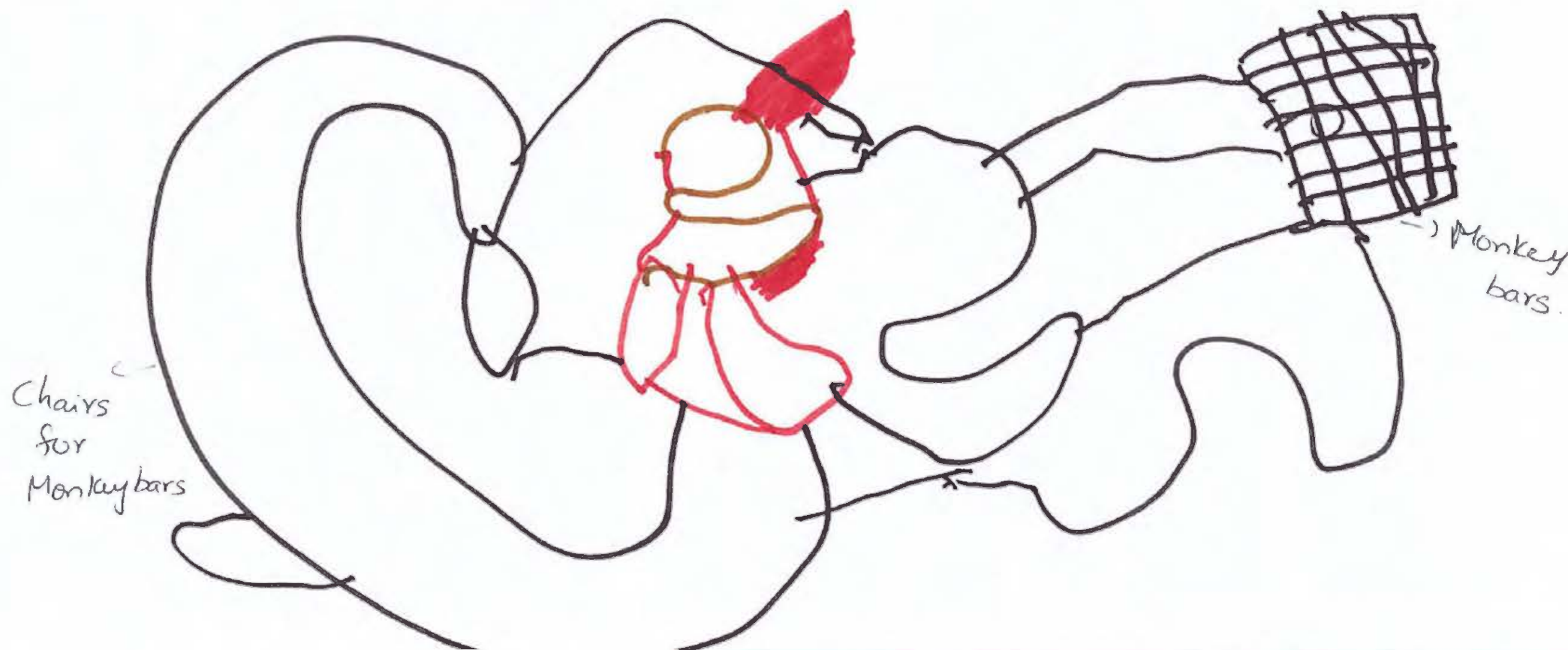


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Draw what you love most about your kindergarten



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CITY COUNCIL

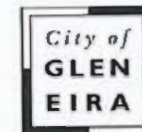


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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I am writing with my sister and
my friend.



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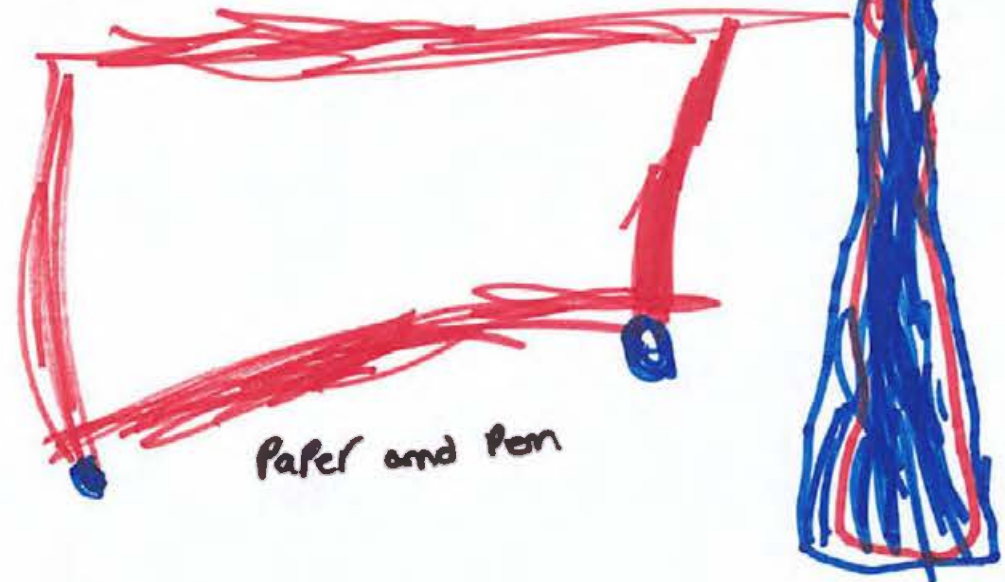


Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

Slide



Paper and Pen

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Draw what you love most about your kindergarten



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CITY COUNCIL

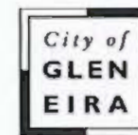


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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



I like to play outside

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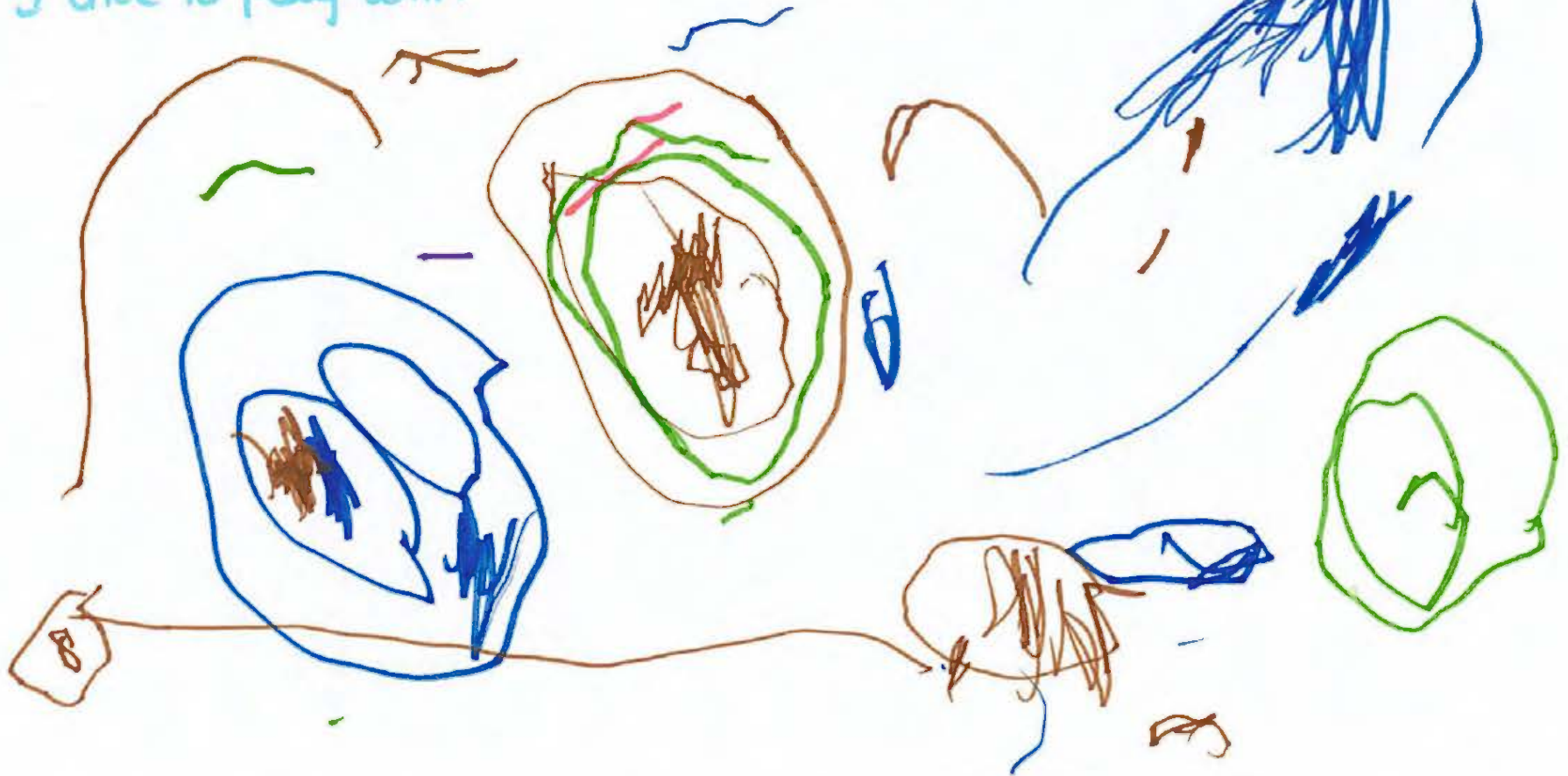


Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL

I like to play with



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GLEN EIRA
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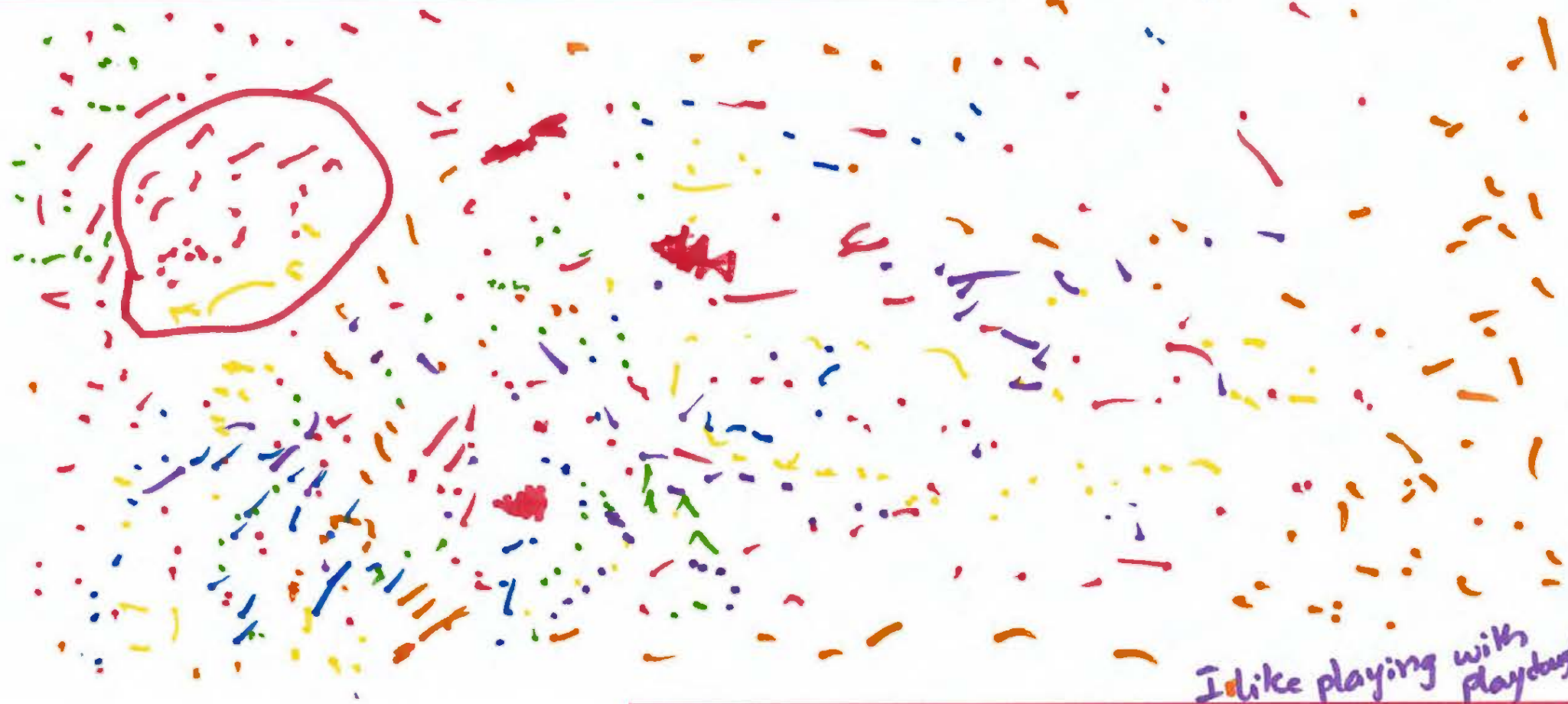
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



I like playing with playdough

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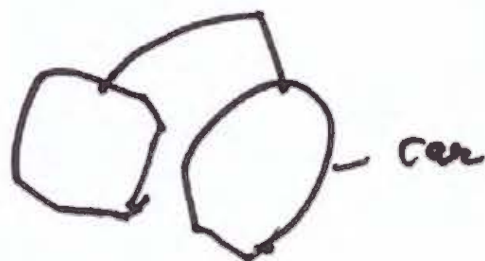
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



I like to play everything 😊

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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



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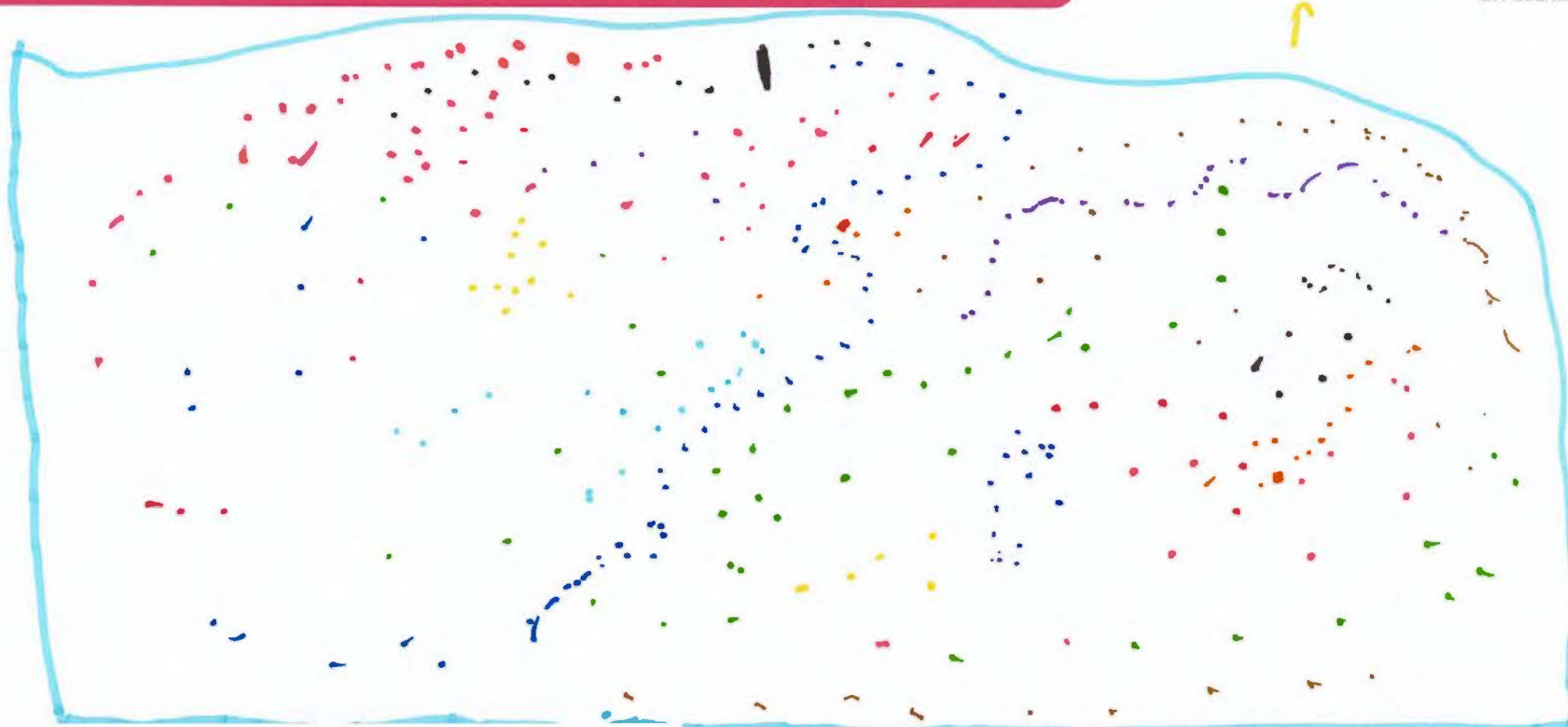
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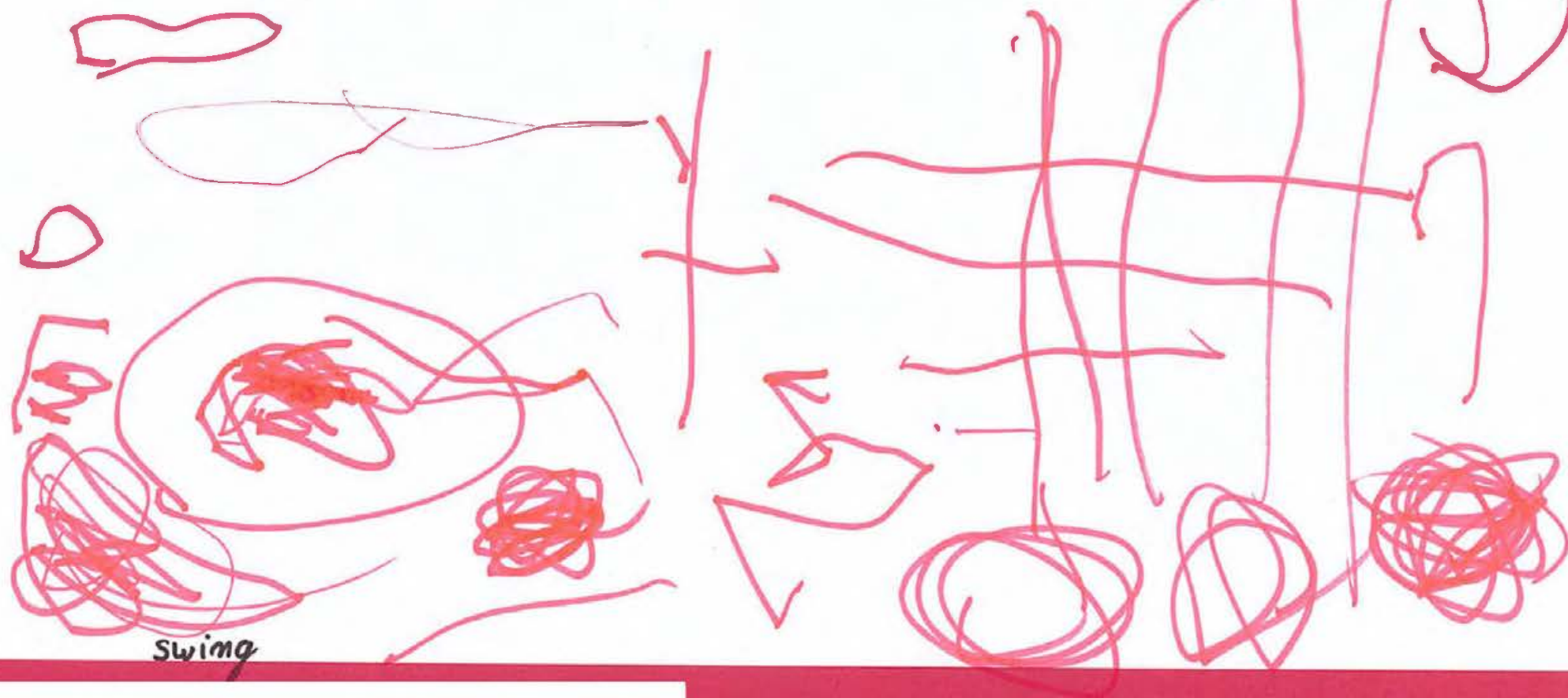
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City of
**GLEN
EIRA**

GLEN EIRA
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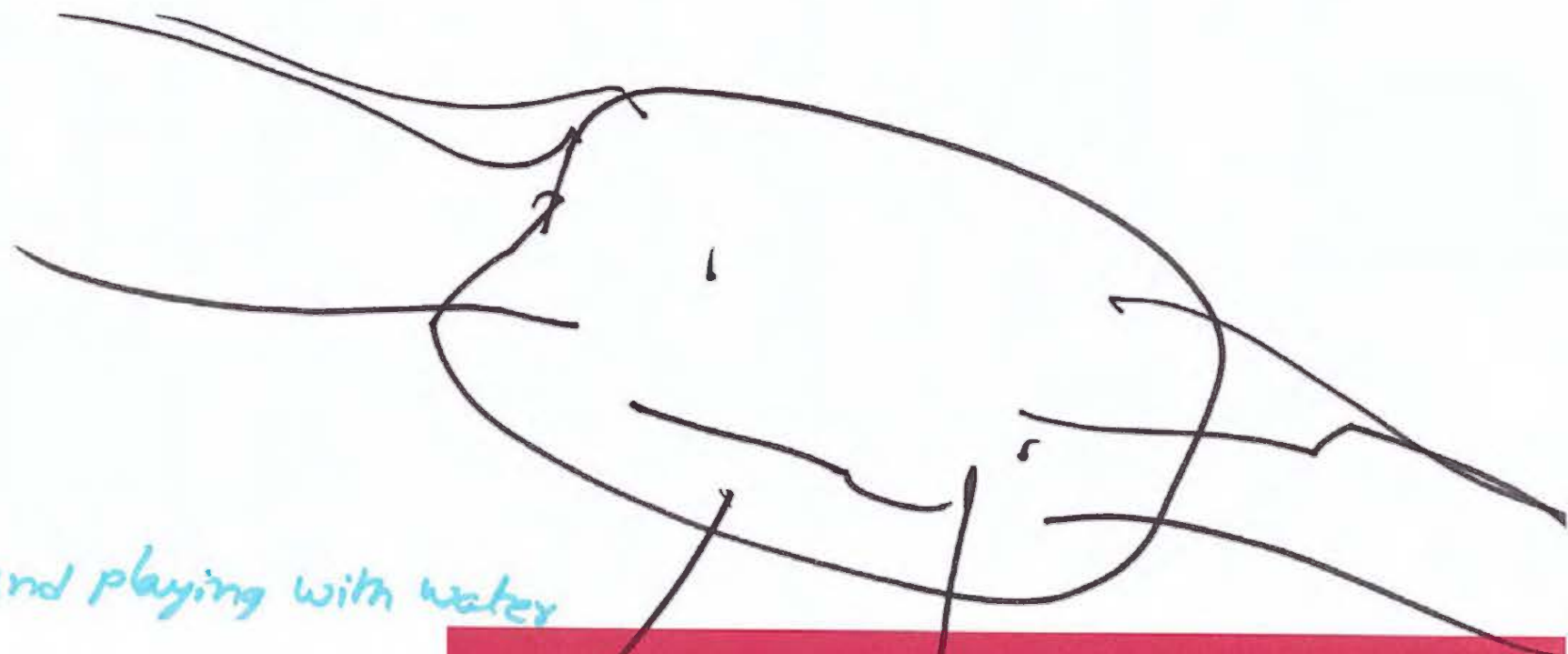
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Waiting and playing with water

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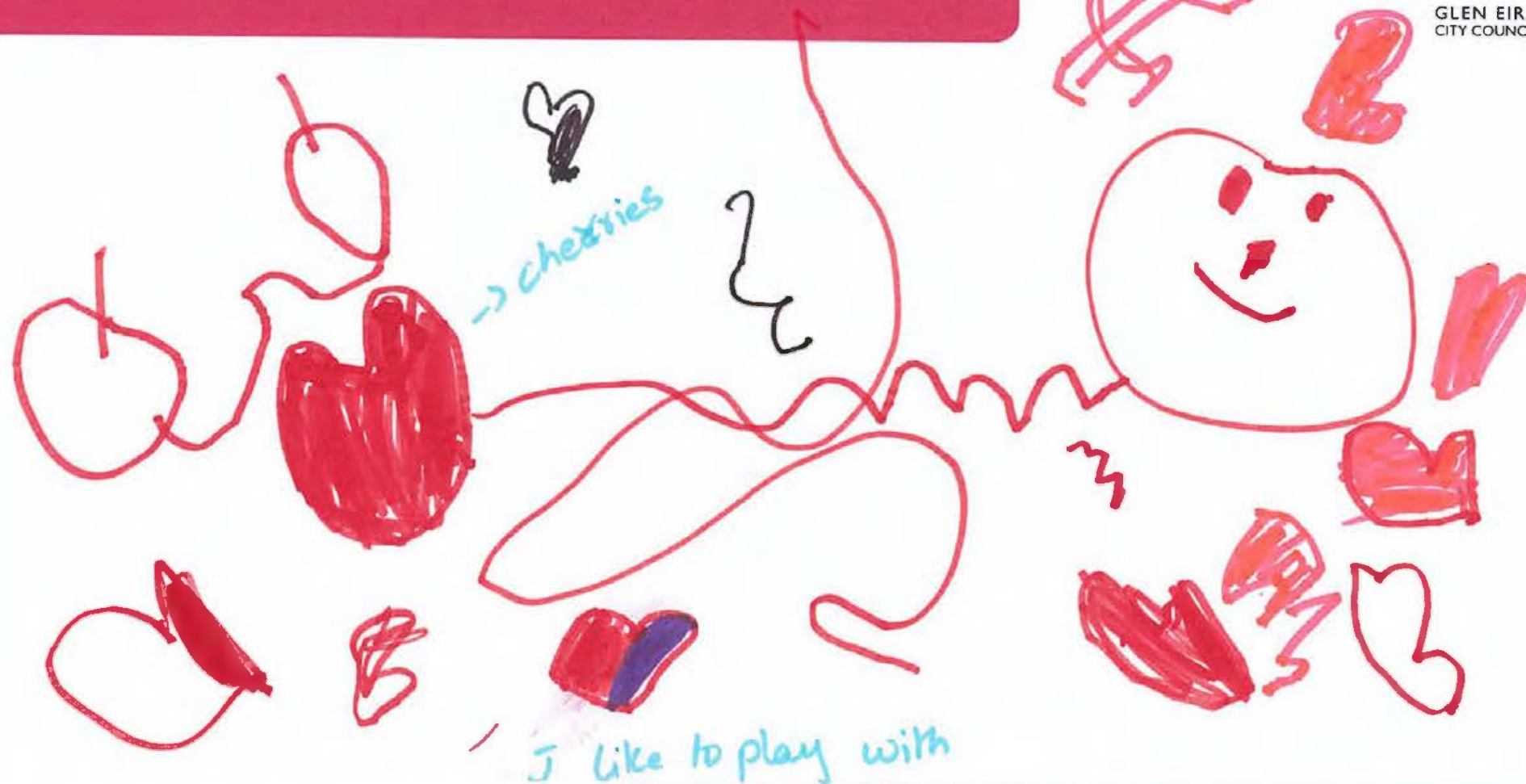
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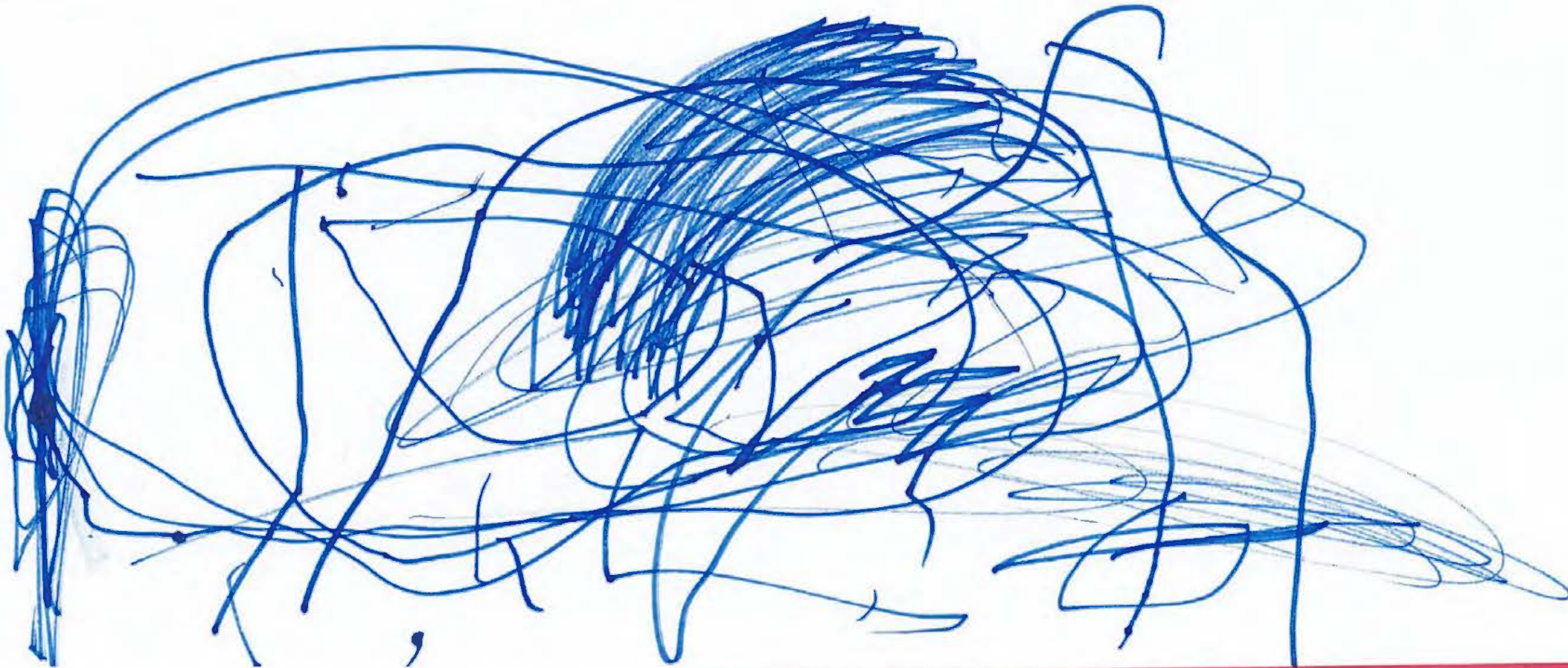


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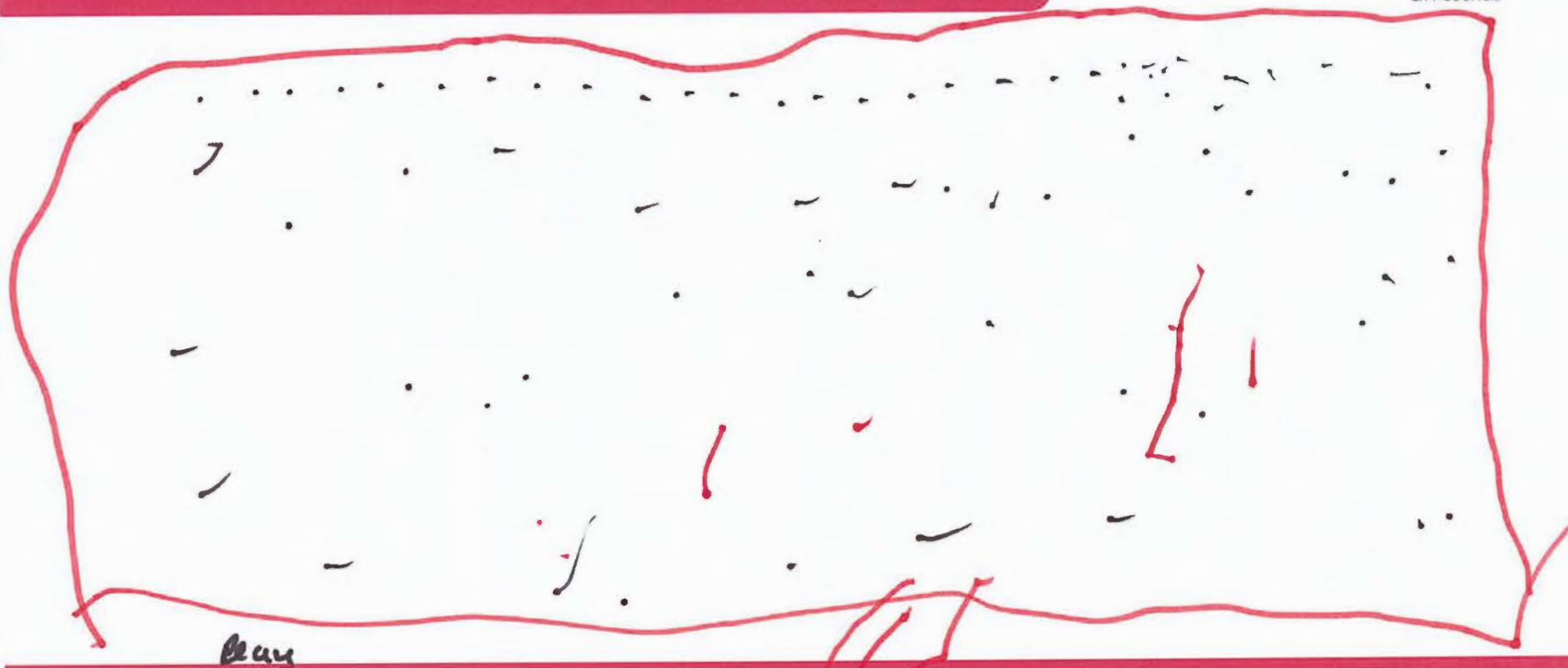
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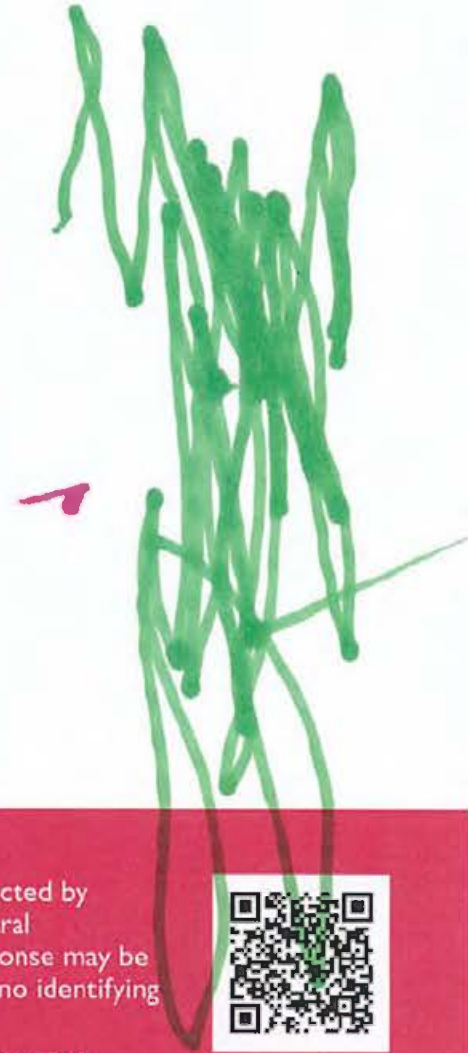
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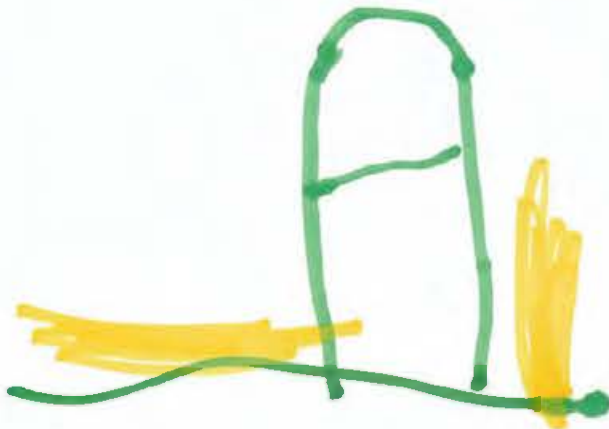
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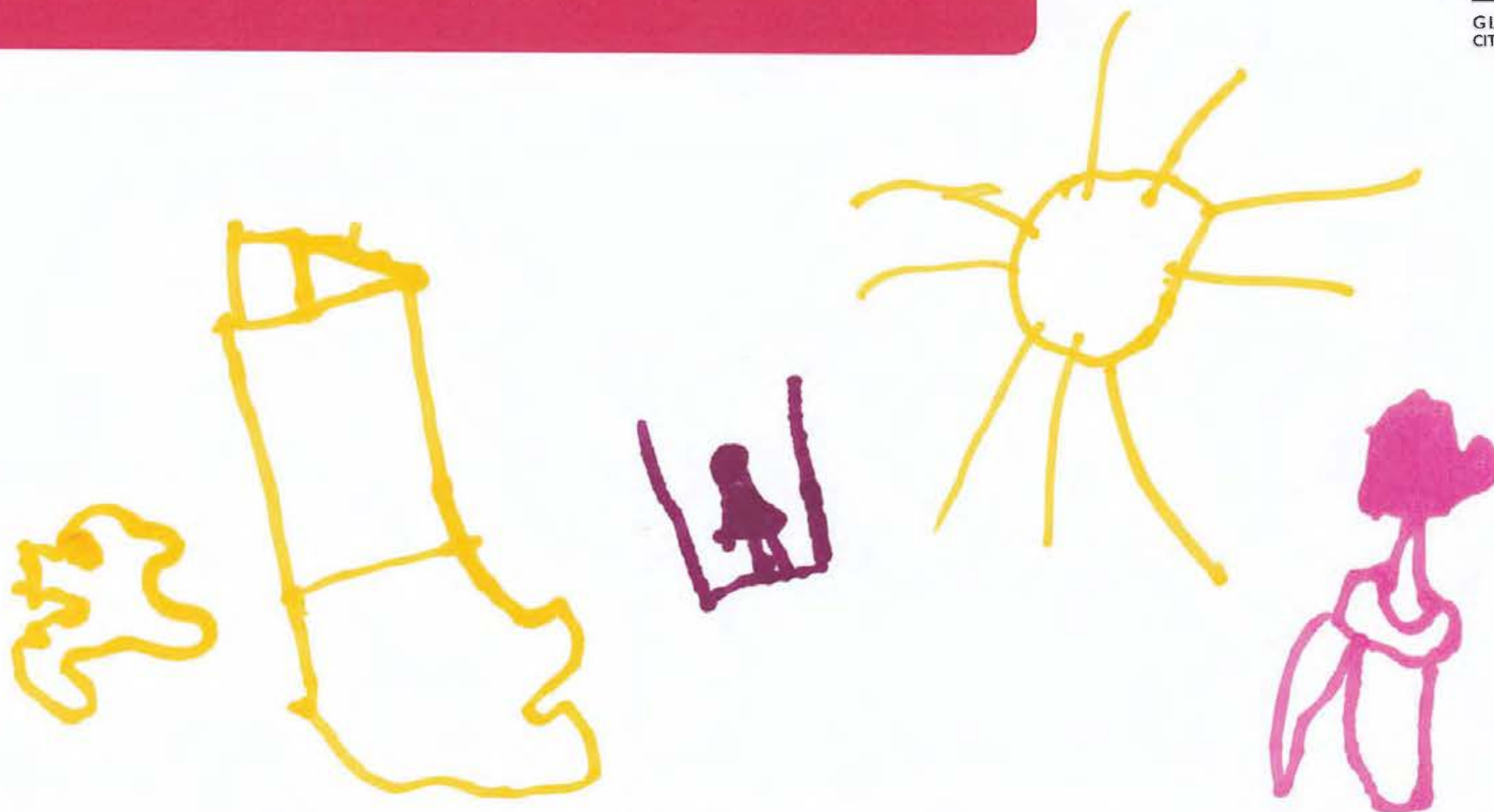
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"drawing"

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"the sandpit and the swings"

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"going on the
playground"

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"just the swings"



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"aeroplanes"



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"going on the swing"



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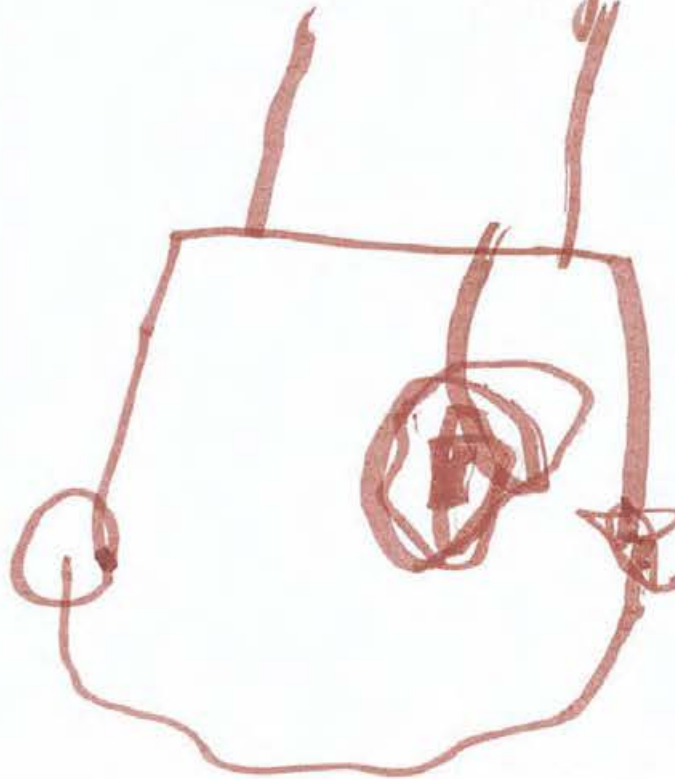


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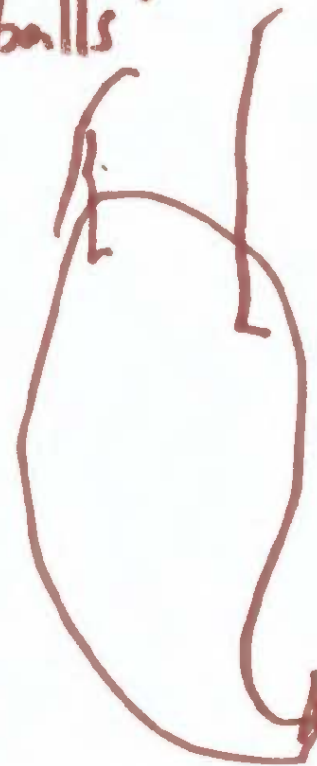
"basketballs"



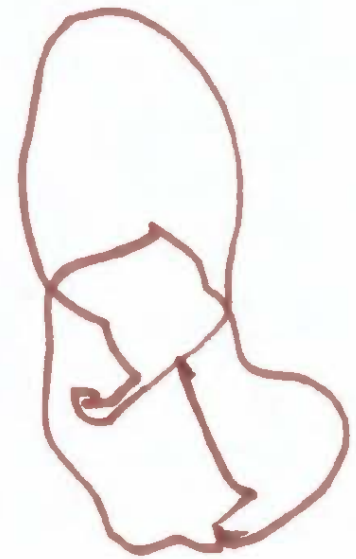
"swings"



"balls"



"sunscreen"



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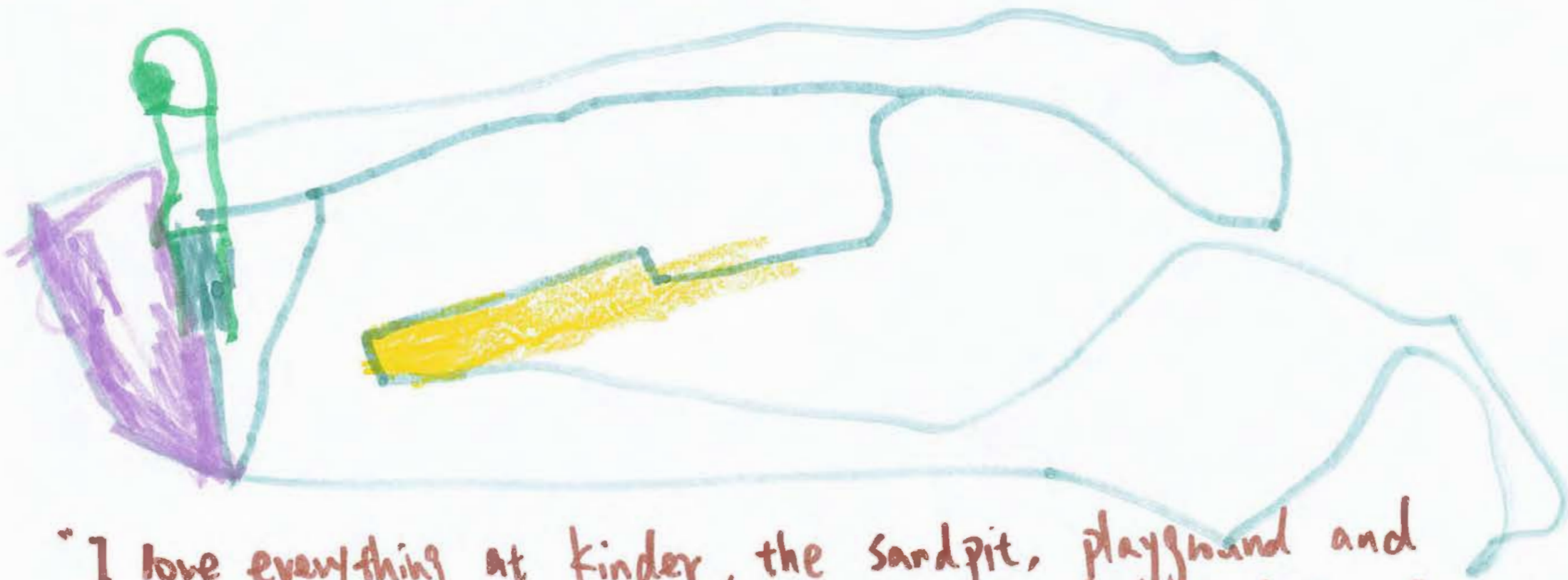
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Draw what you love most about your kindergarten



GLEN EIRA
CITY COUNCIL



"I love everything at kinder, the sandpit, playground and the drawing table."

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Draw what you love most about your kindergarten



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"going on the swing
and in the sandpit"



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Draw what you love most about your kindergarten

"going on the
swing and the
slide"



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"going on the swing"



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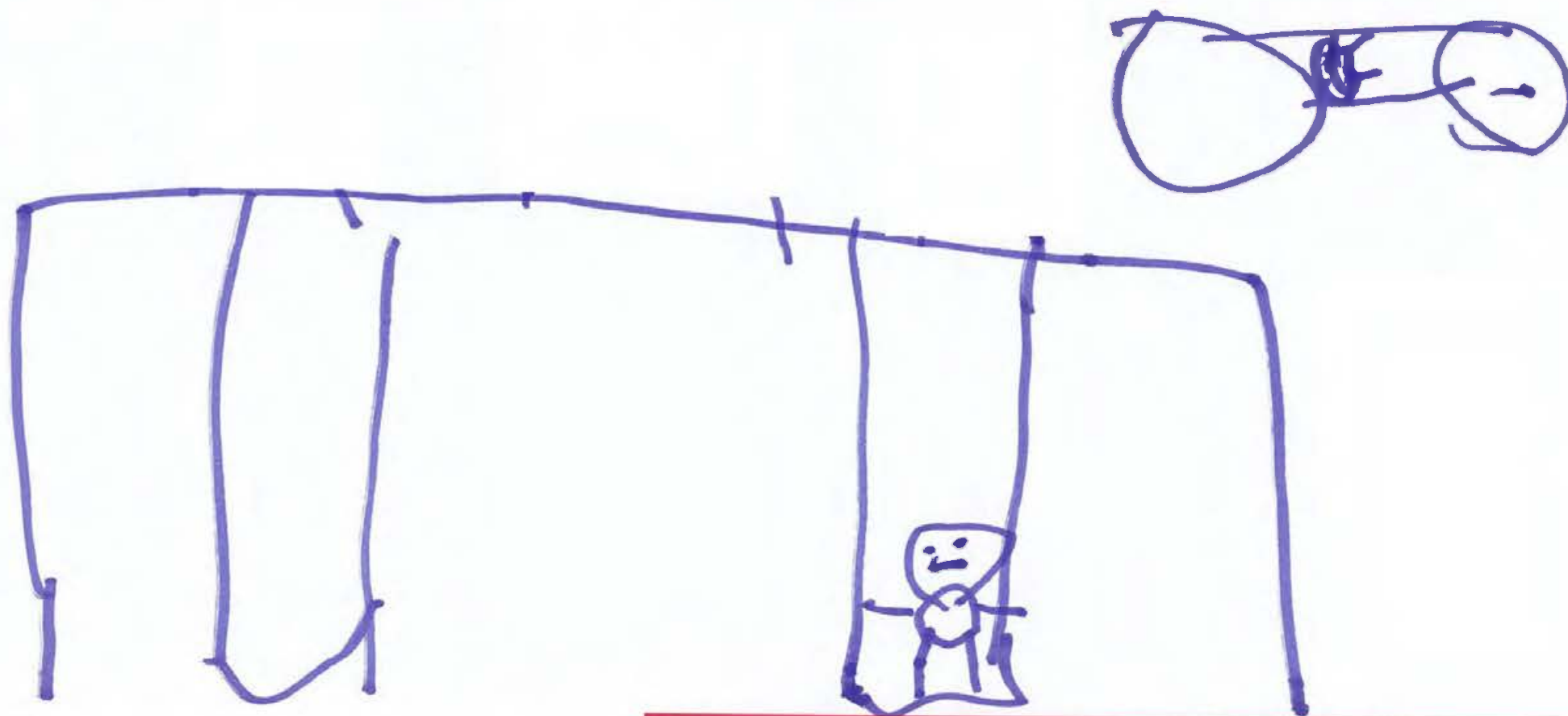
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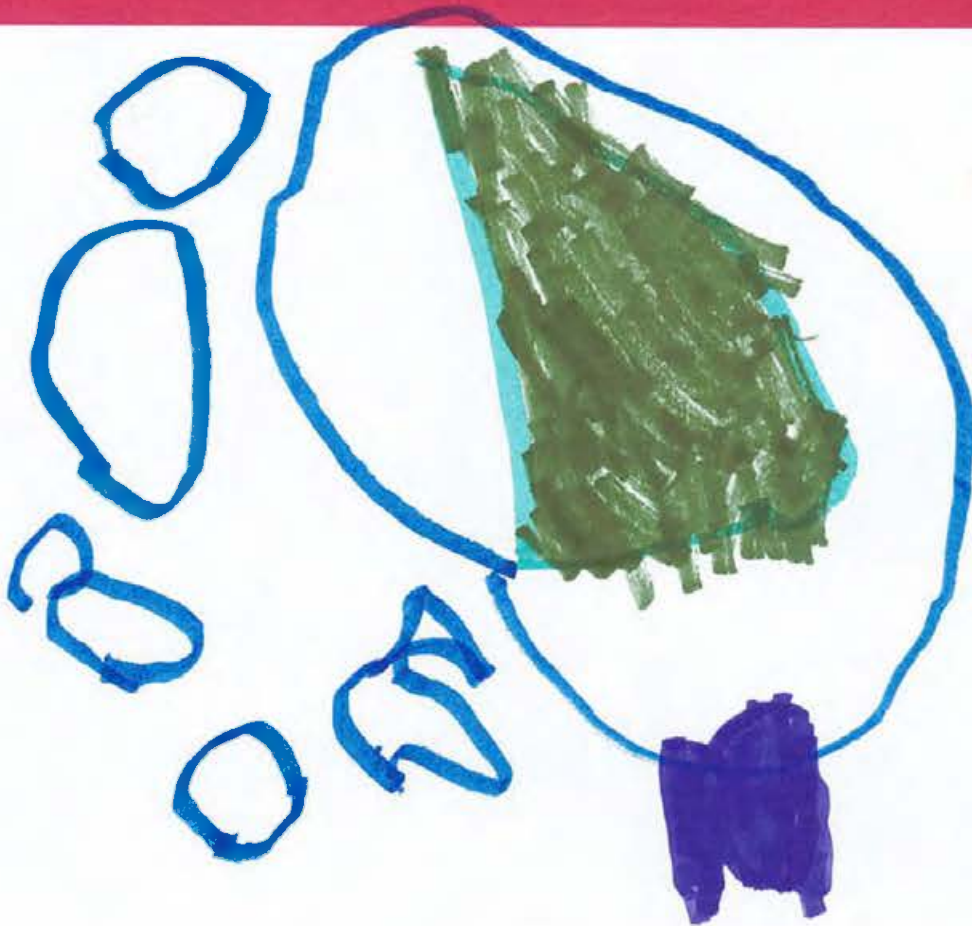
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"going in the cubby house, going on the swing and on my sunscreen and hat"

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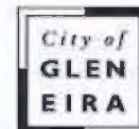


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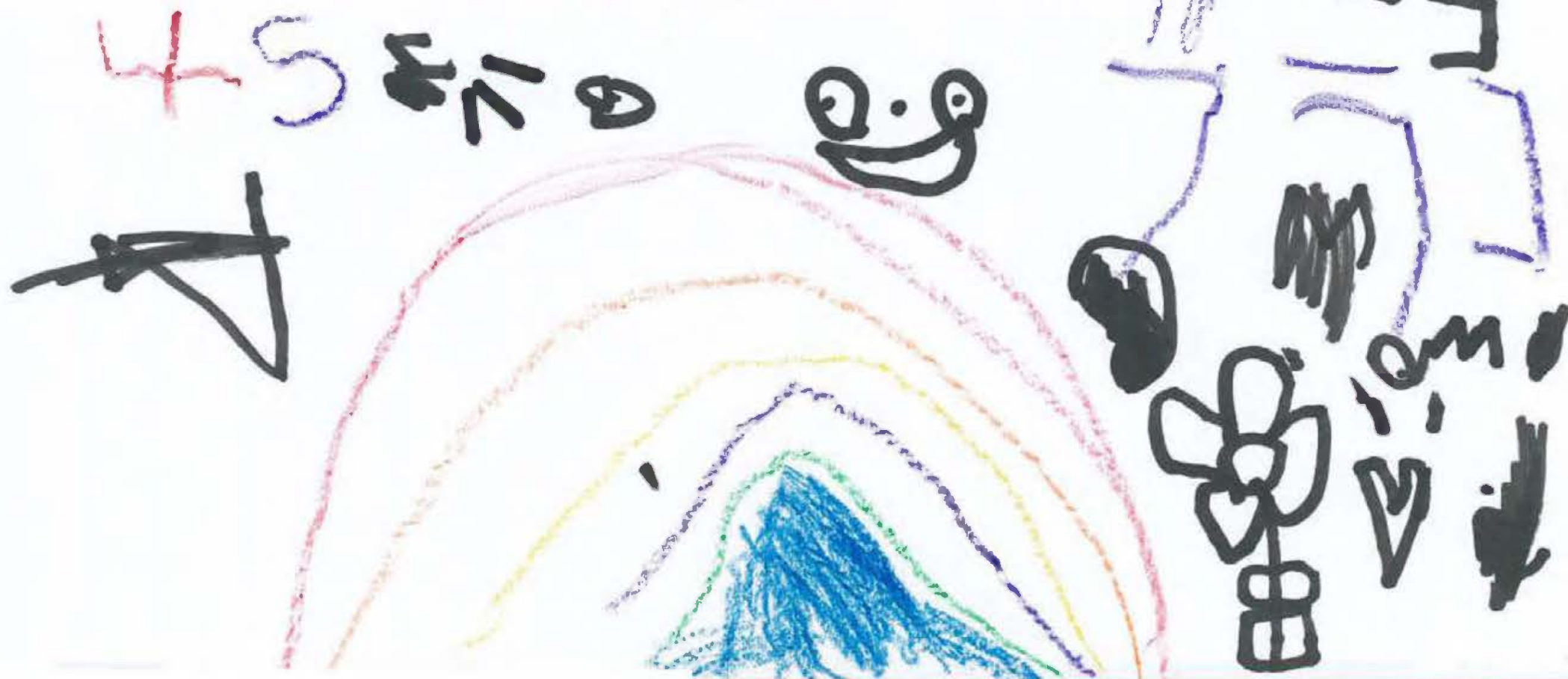
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"Flowers"

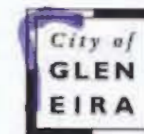


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Draw what you love most about your kindergarten



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"I like making love heart"



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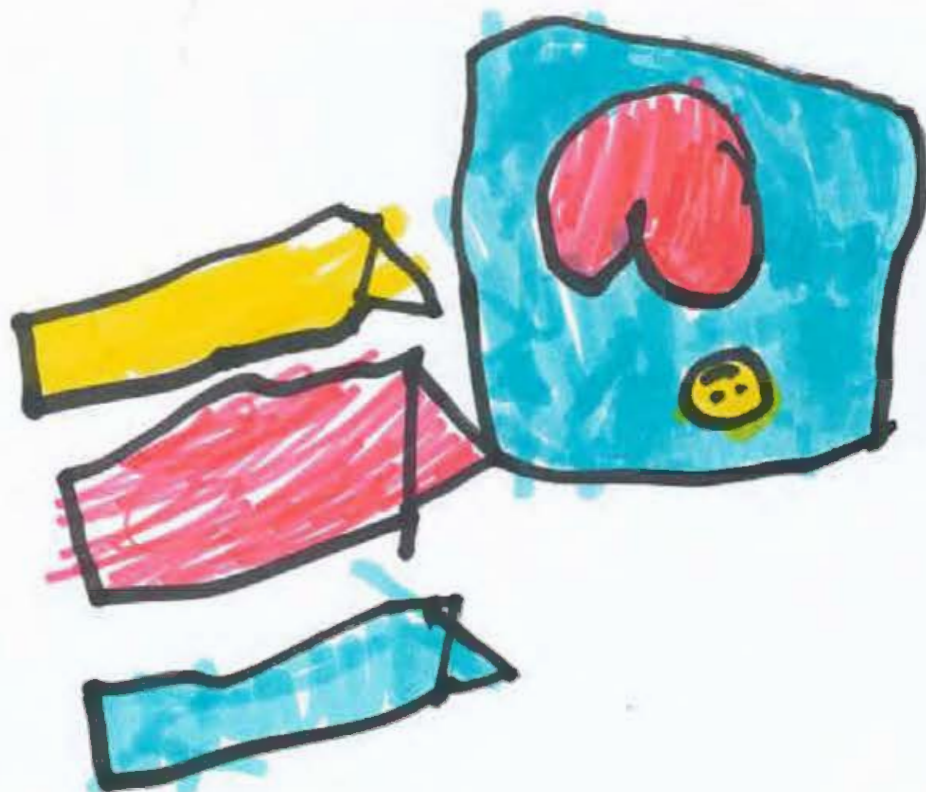


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“おえかき
ランチタイムがすき”



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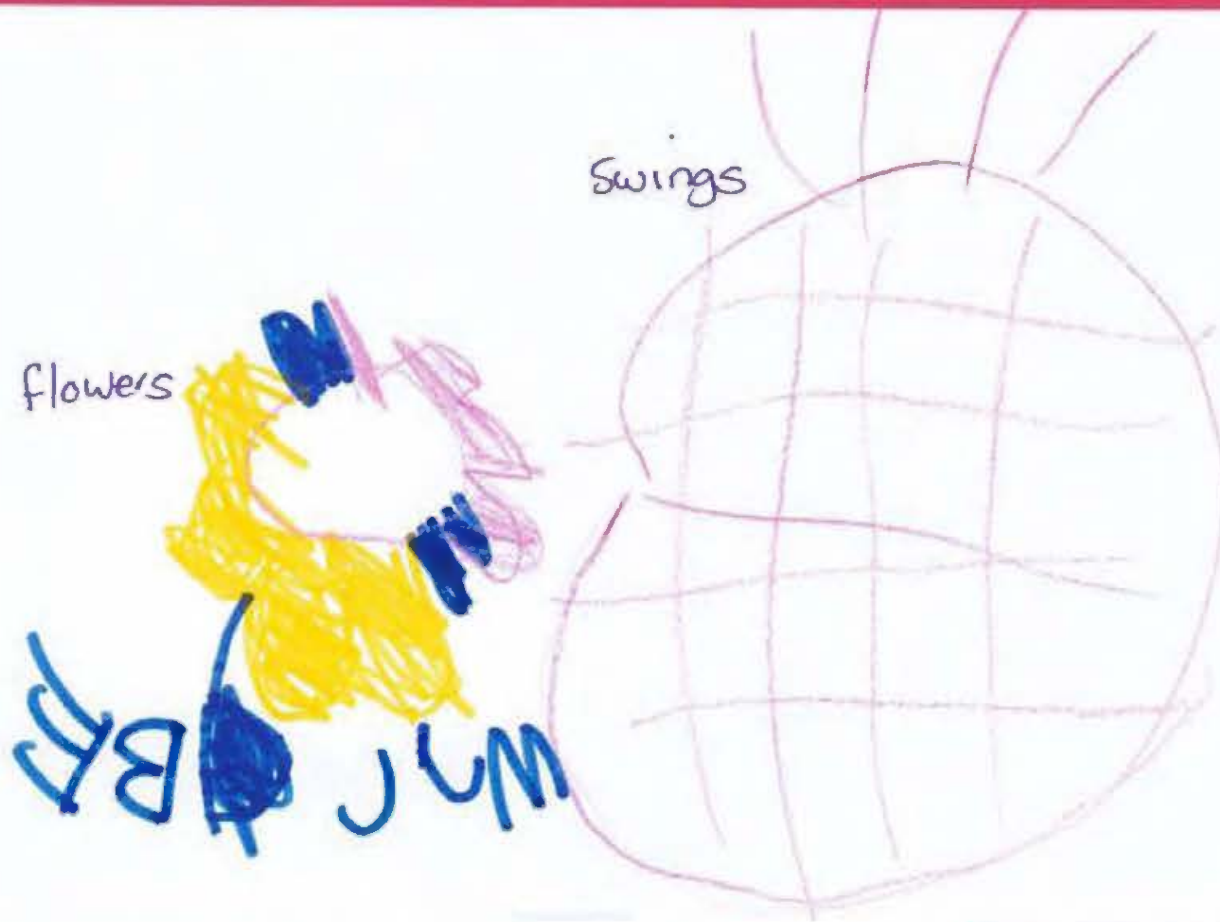
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Painting



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Draw what you love most about your kindergarten

“kinder”



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drawing + craft .

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Playing outside.



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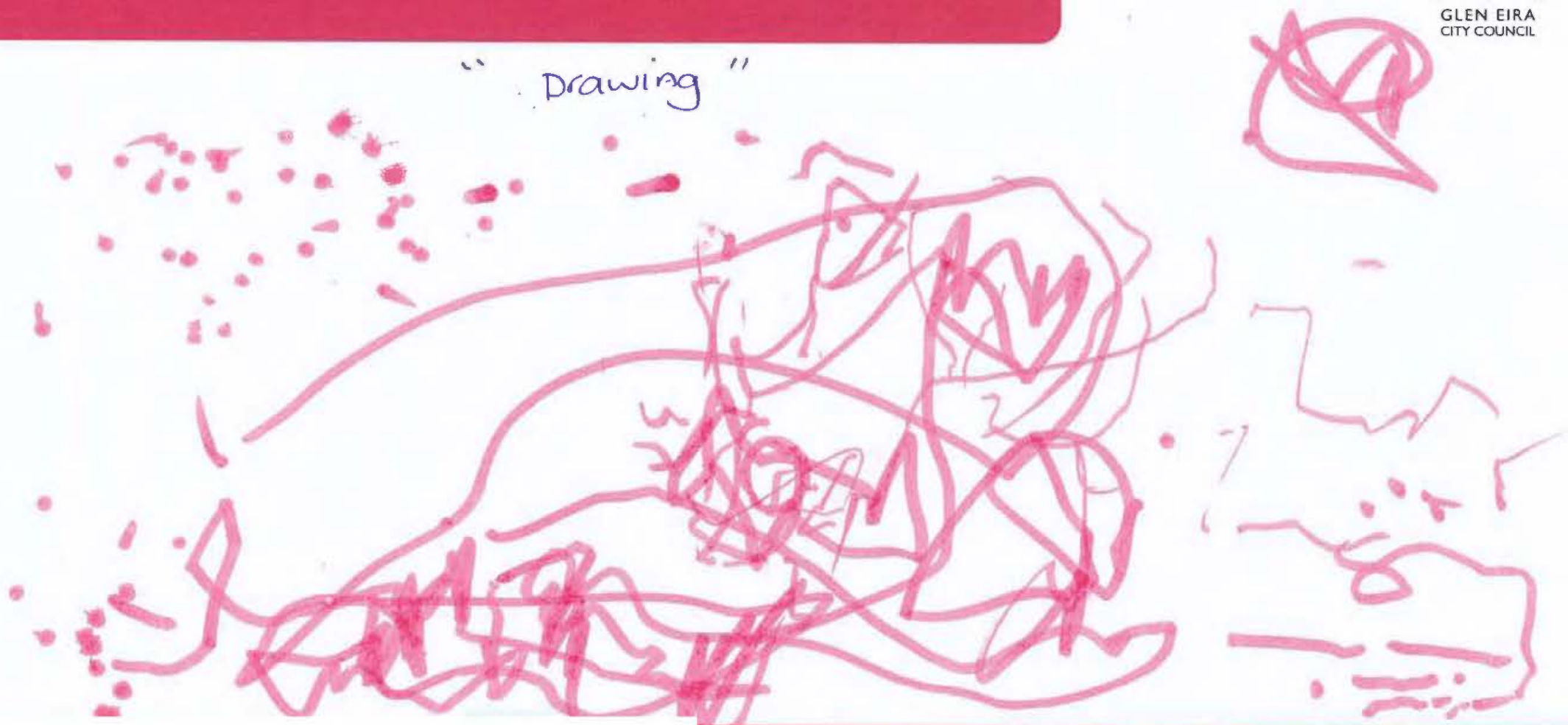


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"Drawing"



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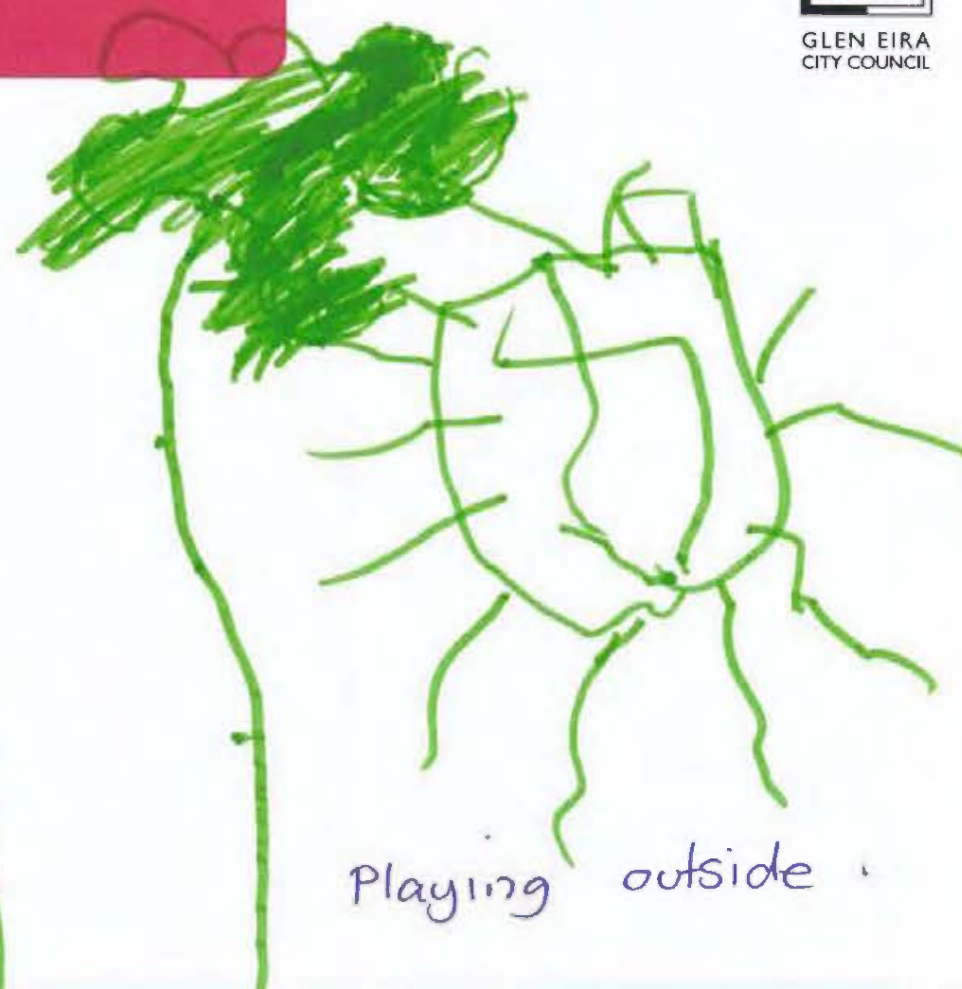
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Draw what you love most about your kindergarten



GLEN EIRA
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Playing outside

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what you love most about your kindergarten

"I like swing"



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Draw what you love most about your kindergarten



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Playing outside on the Slide

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Draw what you love most about your kindergarten

“うめたい
おす”



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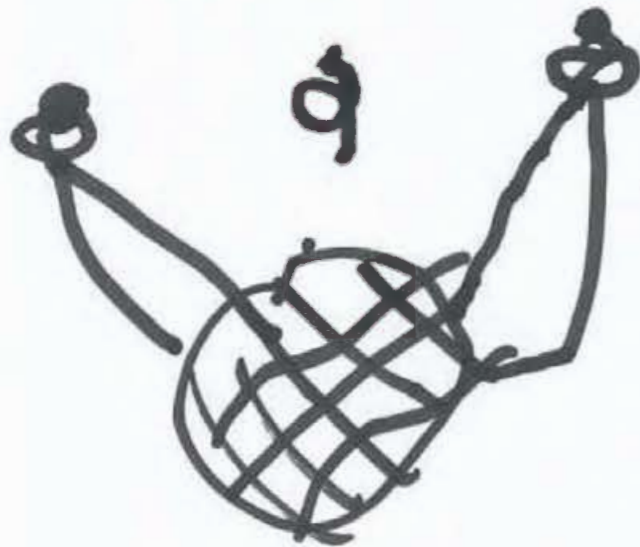


Draw what you love most about your kindergarten

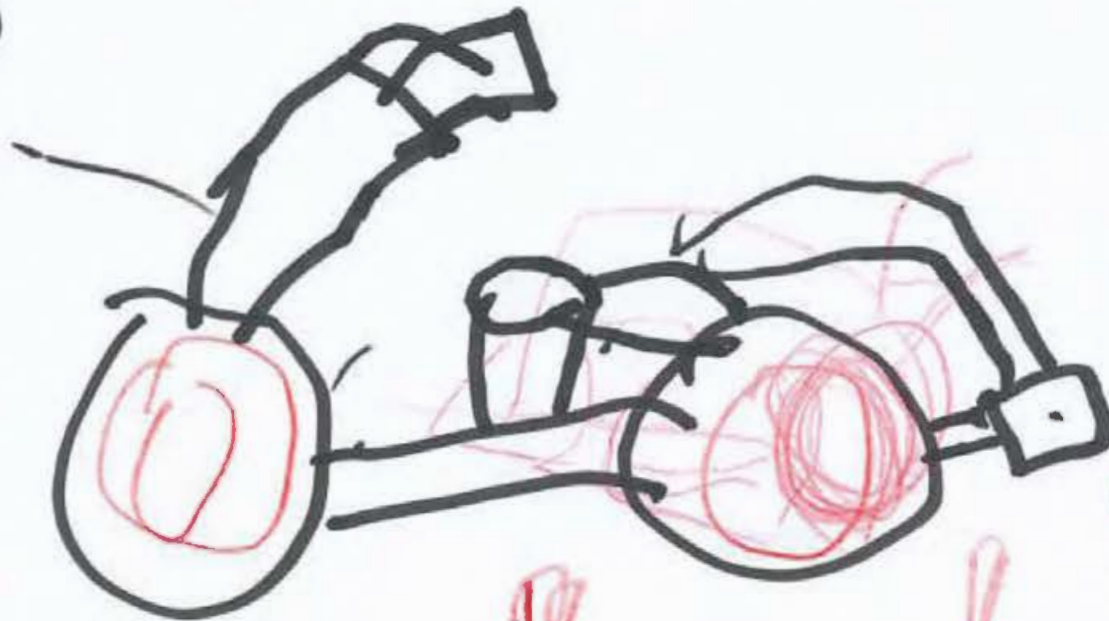


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"swing"



"bike" .. 自転車

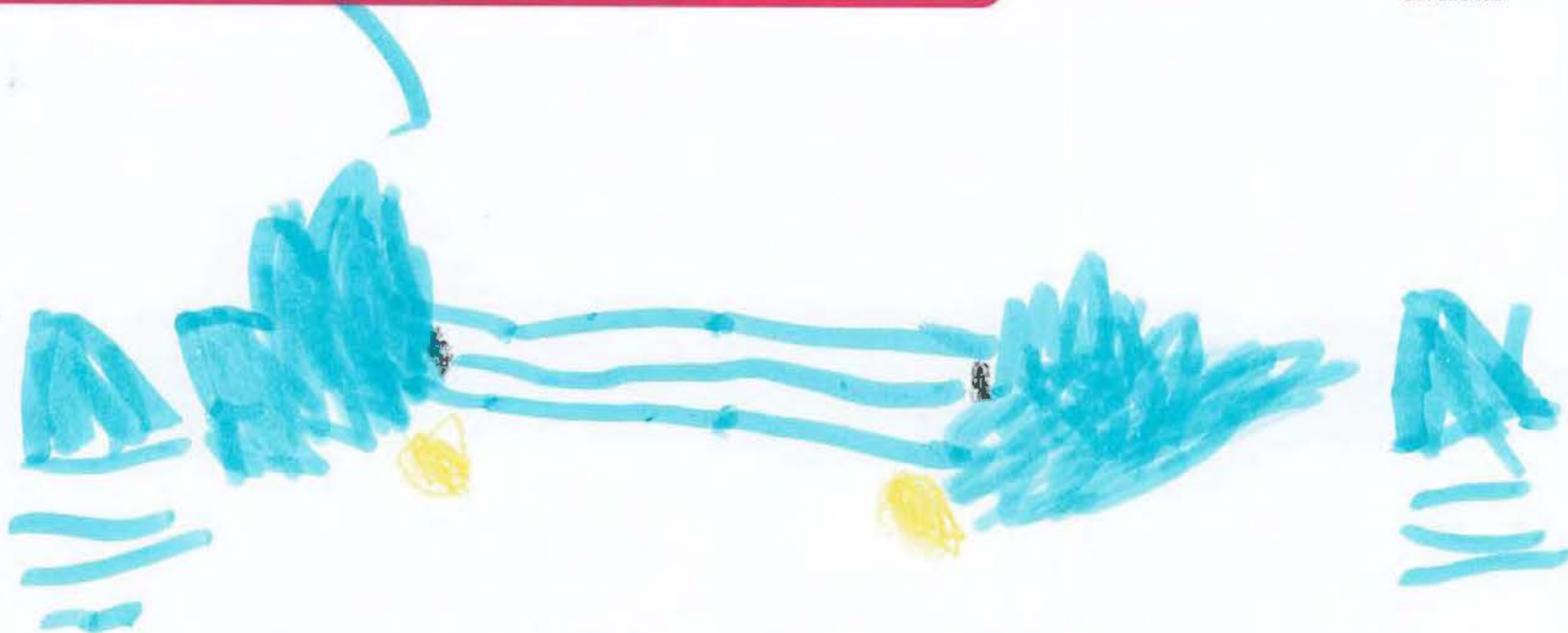


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Draw what you love most about your kindergarten



"See-saw"

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Draw what you love most about your kindergarten



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"Swing"



"See-saw"

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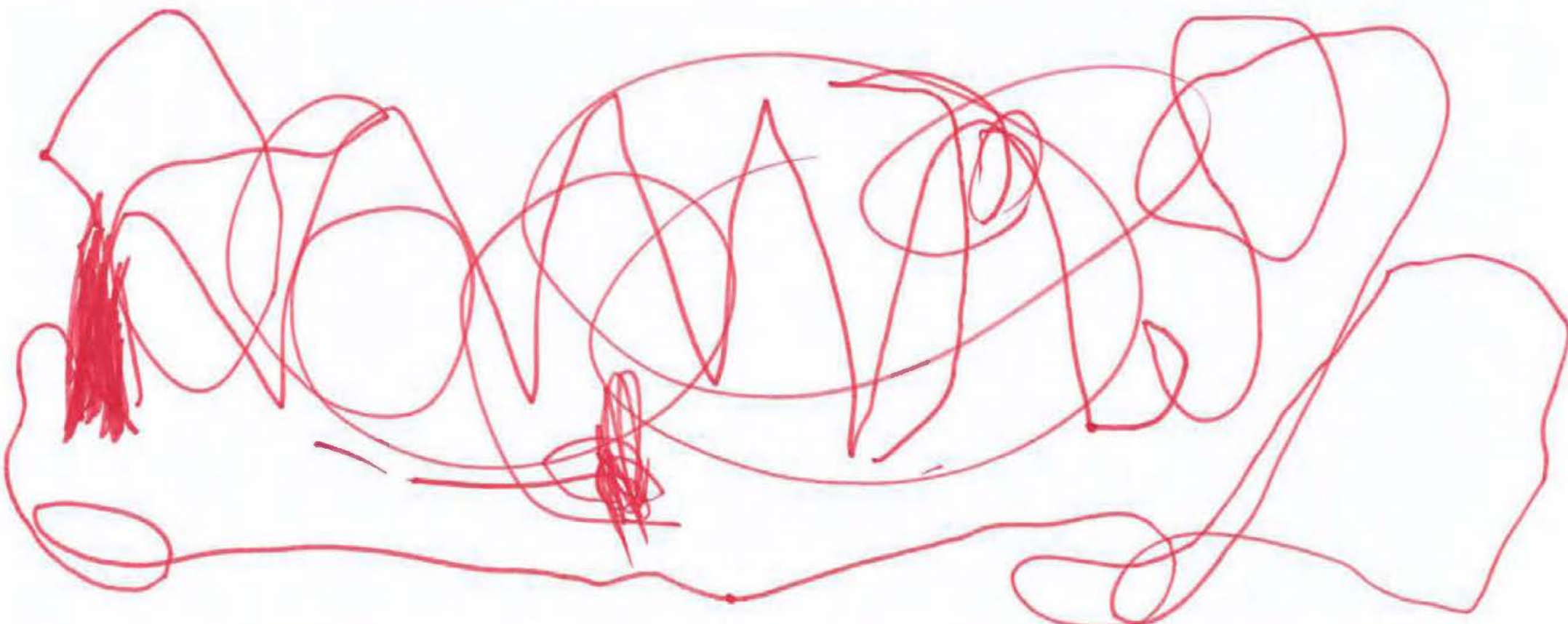


Draw what you love most about your kindergarten

*"I love playing with
a boat"*



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Draw what you love most about your kindergarten

"I like to plant
and eat."



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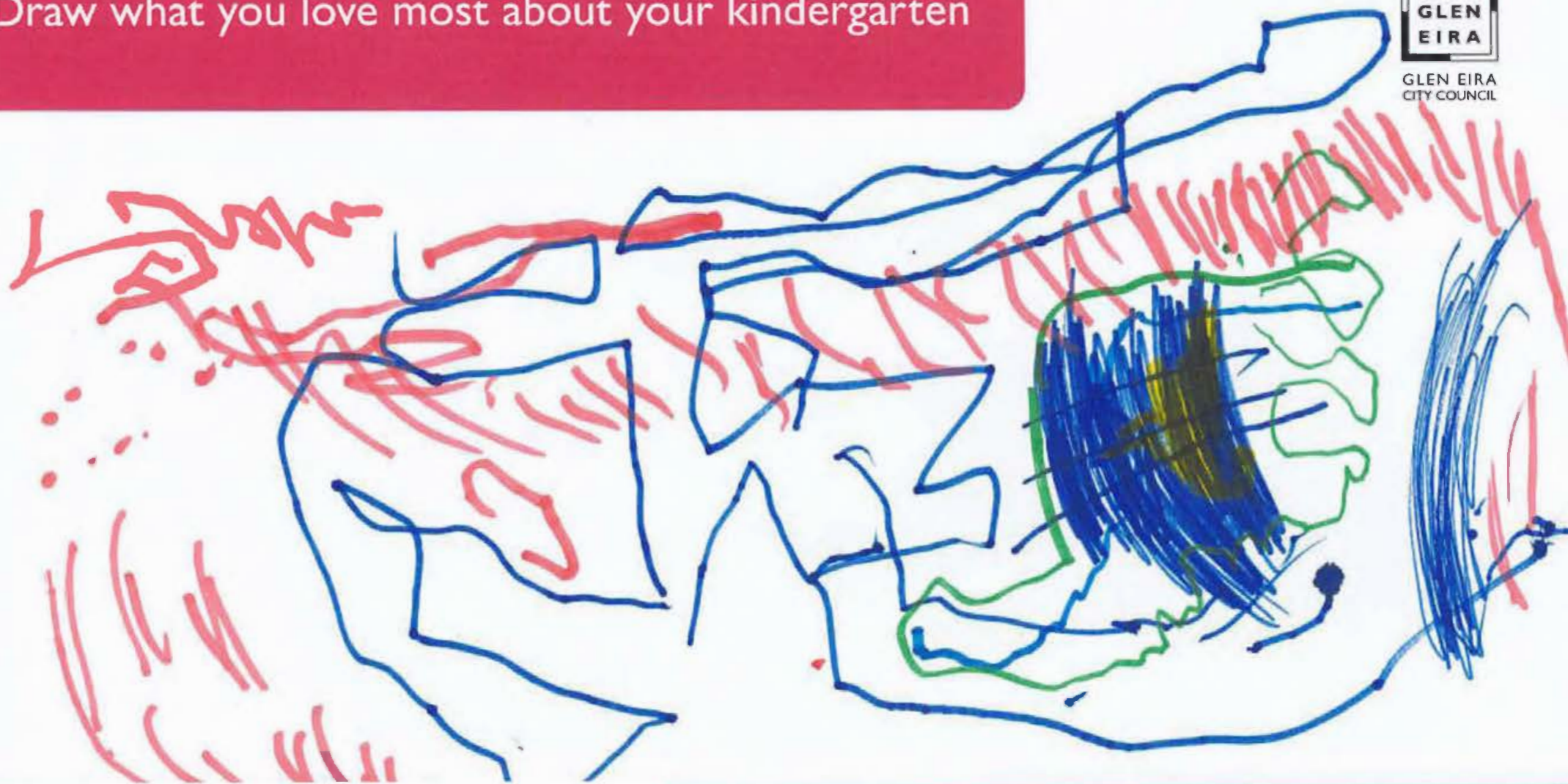


Draw what you love most about your kindergarten

"Zebra"



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Draw what you love most about your kindergarten



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Draw what you love most about your kindergarten

‘ビーズと
おえかき’



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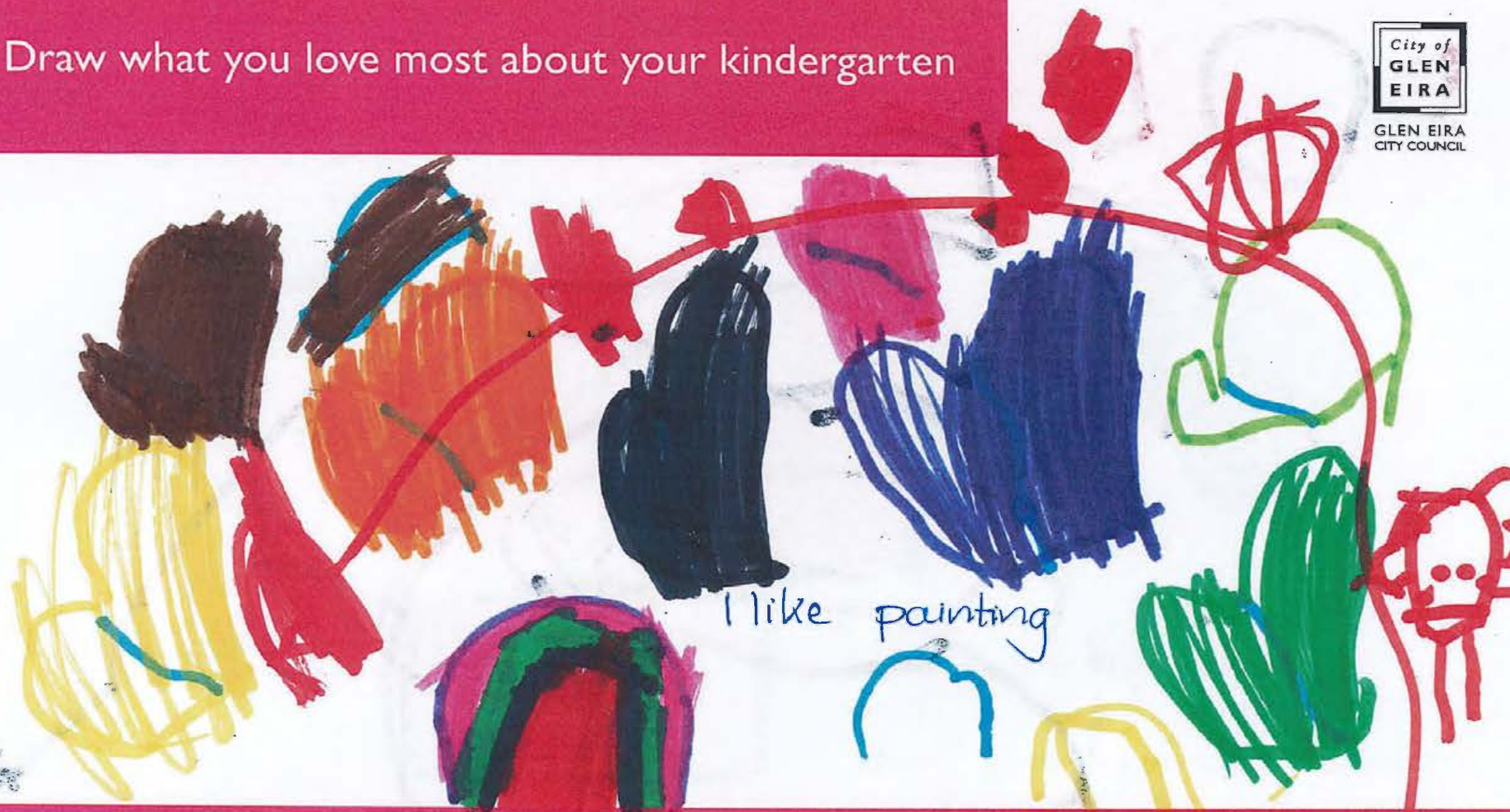
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Draw what you love most about your kindergarten



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Draw what you love most about your kindergarten



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I really love playing
with the Kinder cars
and using the
play-dough too.



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Draw what you love most about your kindergarten

I like to climb the
tallest tree
but it
gets
scary
when I
get too
high



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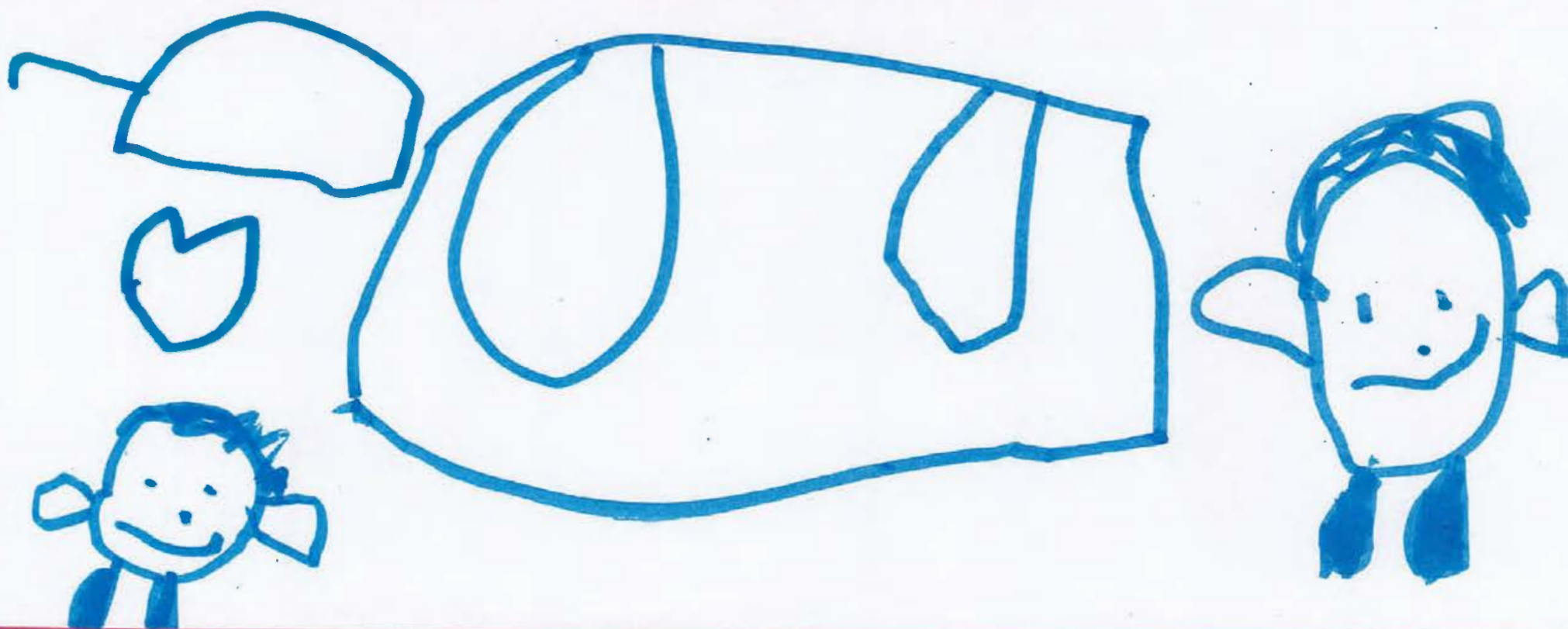
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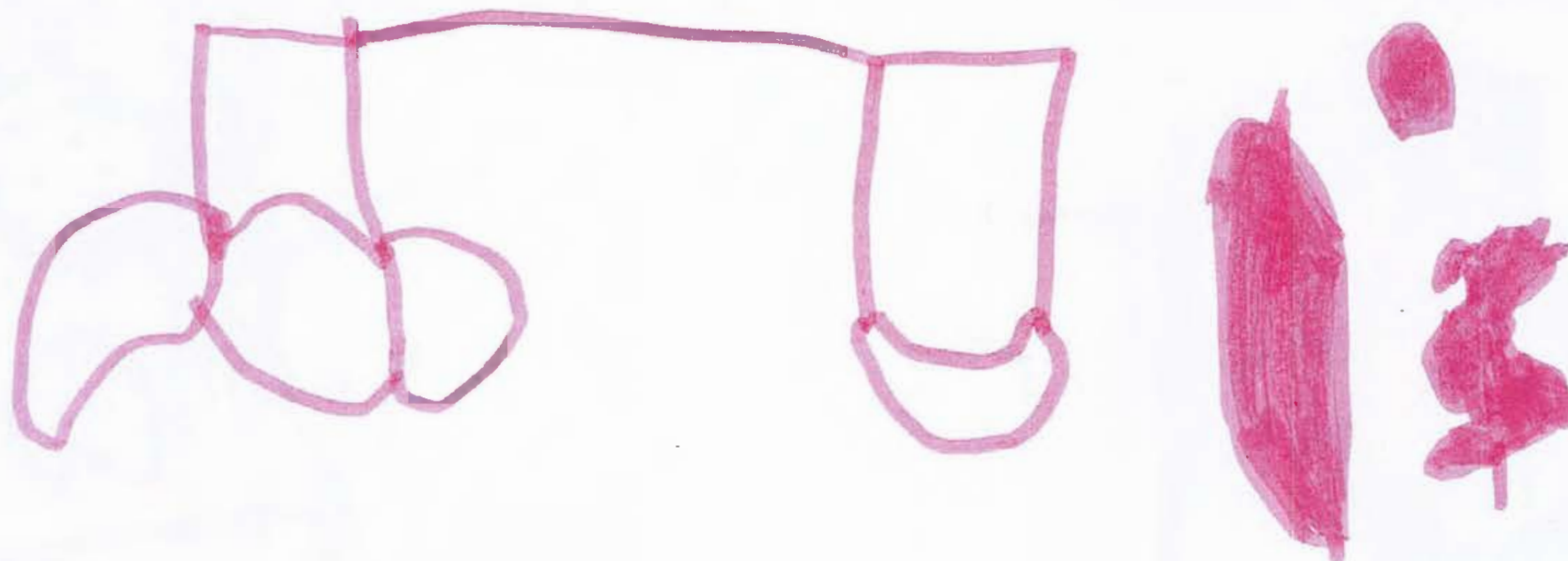
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