

Family Handbook 2026



merri-bek
EARLY YEARS MANAGEMENT



meym.org.au

Acknowledgement of Country

MEYM acknowledges the Traditional Custodians of the lands on which our kindergartens learn and play. We pay our respects to Elders past and present, and we recognise the continuing connection that Aboriginal and Torres Strait Islander peoples have to Country, culture, and community.

We are committed to creating culturally safe environments where every child's identity is valued and celebrated, and where Aboriginal and Torres Strait Islander perspectives are embedded in meaningful, respectful ways.



Welcome to MEYM

Dear families,

Welcome to Merri bek Early Years Management (MEYM). We are so pleased your family is joining our kindergarten community, and we look forward to walking alongside you during this exciting stage of your child's learning journey.

At MEYM, children are at the centre of everything we do. Our kindergartens are warm, inclusive places where children feel safe, valued, and inspired to explore. We create environments that nurture curiosity, build confidence, and support children to grow as capable, joyful learners.

As a not for profit organisation, our focus is on delivering high quality early childhood education that reflects the needs of our local community. Our teachers and educators bring deep expertise, genuine care, and a commitment to creating meaningful learning experiences for every child. We are proud to be an organisation where diversity is celebrated, where every family is welcome, and where children's identities and cultures are honoured.

This Family Handbook will guide you through what to expect at kindergarten, how we work with families, and the values that shape our programs and practice. I encourage you to take an active role in your child's kindergarten experience — your insights, stories, and partnership enrich our learning communities in powerful ways.

If you have any questions or would like support at any stage, your Service Leader and teaching team are here to help. We are committed to open, respectful communication and to building strong relationships with every family.

On behalf of MEYM, I warmly welcome your family to our community. We look forward to getting to know you and supporting your child as they learn, grow, and thrive.

Warm regards,

Shanna Whitelaw | General Manager
Merri bek Early Years Management



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About Our Organisation

Who We Are

MEYM was created in 2018 to bring a locally focused, collaborative, and community centred approach to early years management. Today, we manage eight kindergartens across Merri bek, each with its own unique character but united by MEYM's shared values and commitment to high quality early learning.

Our kindergartens are:

- Gowanbrae Children's Centre
- Turner Street Kindergarten
- Newlands Preschool
- Moomba Park Kindergarten
- Lake Park Kindergarten
- Oak Park Kindergarten
- St Linus Kindergarten
- Pascoe Vale Community Centre Kindergarten

Children at MEYM have access to two funded years of kindergarten - one year of 3 year old kindergarten and one year of 4 year old kindergarten. Some children may also be eligible for an additional year, and from 2026, MEYM will offer Pre Prep for eligible children as part of the Best Start, Best Life reforms.

Our Purpose & Values

Our purpose is simple: to be a thriving, diverse organisation where innovative educators deliver the best kindergarten programs and children and families are at the centre of everything we do.

Our values — Respect, Collaboration, Integrity, and Diversity — guide how we work with children, families, and each other. These values shape our relationships, our decisions, and the environments we create. They sit alongside our belief that kindergarten should be a joyful, engaging place where children feel a sense of wonder and possibility.

Our Leadership Team

MEYM is governed by a volunteer Board and supported by a leadership team that includes our General Manager, Area Manager, Practice & Pedagogy Manager, and Service Leaders. Each kindergarten is led by a dedicated Service Leader, who is your first point of contact for questions, concerns, or support. Service Leaders work closely with the broader MEYM Leadership Team, who oversee quality, operations, pedagogy, and family engagement across all services. If you need additional support, your Service Leader can connect you with the appropriate member of the Leadership Team.

Our Commitment to Quality

MEYM operates under the National Quality Framework (NQF), which sets the national standards for early childhood education and care across Australia. The NQF includes the National Quality Standard (NQS), which outlines expectations for high quality practice in seven key areas, including educational programs, health and safety, relationships with children, and leadership.

Each MEYM kindergarten participates in the Assessment and Rating process conducted by the Department of Education. This process looks closely at our programs, environments, leadership, and everyday practice. Our teams engage in ongoing reflection, professional learning, and quality improvement to ensure we continue to meet — and strive to exceed — the National Quality Standard.

Families are welcome to speak with their Service Leader about their service's current rating or quality improvement goals.

How We Communicate with Families

Clear, consistent communication helps families feel connected and supported. You will receive information from MEYM in several ways:

- Emails from your teaching team and Service Leader about day-to-day matters
- Emails from the General Manager with organisational updates and important information
- A MEYM newsletter each term, sharing highlights, reminders, and stories from across our services

We encourage families to speak with their teaching team at drop off or pick up, or to arrange a time for a longer conversation when needed.

Enrolments

All enrolment processes, offers, and administrative details are managed by MEYM's Enrolments Officer. Families receive clear communication about timelines, required documentation, and next steps at each step of the process. If you have questions about enrolment, placement, or waitlists, the Enrolments Officer is available to support you.

All initial kindergarten enrolments enquiries in the Merri bek municipality are managed through Merri bek City Council's Central Registration System. Families register through Council, and places are allocated using the Department of Education's Priority of Access guidelines.

Once Council allocates your child a place at an MEYM kindergarten, we complete the enrolment process with you. After receiving an offer, MEYM will contact you with your enrolment form, required documentation, and orientation information.



What Families Can Expect

Families can expect warm, respectful interactions; safe and inclusive environments; professional teachers and educators; and clear communication. We work in partnership with families because we know that when we understand your child deeply, we can support their learning and wellbeing in meaningful ways.

How We Work Together

We value open, respectful communication. We ask families to share important information about their child, raise concerns early and privately, and model kindness and respect in all interactions. Together, we create a community where children feel secure, supported, and ready to learn.

Timetables & Group Structures

Draft timetables for the following year are released in early Term 2. Current families are surveyed in Term 1 to gather family feedback, however; final timetables are shaped by enrolment trends, staffing, operational needs, and Priority of Access requirements.

With more than 500 families across MEYM, we cannot always accommodate every requested day/time, and timetables may change later in the year based on enrolments.

We aim to provide a variety of session types, days and times to meet the needs of families as best as we can.



Our Commitment to Children

Children are at the heart of everything we do. At MEYM, we see children as capable, curious, and full of potential. We create environments where they feel safe to explore, confident to express themselves, and supported to grow in their own unique ways.

Child Safety

MEYM has a zero-tolerance approach to child abuse and racism. We are committed to creating environments where children feel safe, respected, and heard. Child safety is embedded in our everyday practice — in our decisions, our relationships, and our environments.

Child Safe Recruitment & High-Quality Staffing

We employ teachers and educators who are deeply committed to children’s wellbeing. All staff undergo child safe recruitment processes, including reference checks, Working with Children Checks, and child safety focused interviews. We also employ a higher level of Early Childhood Teachers than required, ensuring strong educational leadership and high-quality programs across all services.

Children’s Voice, Rights & Agency

At MEYM, we believe children have the right to feel safe, to be included, to express their ideas, and to experience joy and wonder in their learning. These rights guide our practice and shape the way we design environments, relationships, and experiences.

Children are active participants in their learning. We listen to their ideas, follow their interests, and involve them in decisions about their learning

environment, group agreements, and celebrations. When children feel heard, they feel a sense of belonging — and learning becomes relevant and exciting.

We honour children’s rights and voices through everyday actions, including:

- Inviting children to share their ideas about what they want to explore, create, or investigate
- Including children in decisions about how spaces are set up and how groups work together
- Supporting children to express their feelings, helping them find words for their experiences and understand their emotions
- Creating group agreements with children, so they learn about fairness, boundaries, and how to keep themselves and others safe
- Teaching and modelling body safety and consent, such as asking before offering help, respecting children’s “no,” using correct names for body parts, and helping children recognise safe and unsafe situations in everyday, age appropriate ways
- Encouraging children to speak up if something doesn’t feel right, and responding with warmth, respect, and immediate action
- Documenting children’s ideas and theories, showing them that their thinking matters and helping them see themselves as capable contributors

These practices help children understand their rights, build confidence in their own voice, and learn how to keep themselves safe. When children know they can say what they need, set boundaries, and ask for help, they develop lifelong protective behaviours that support their wellbeing far beyond kindergarten.



Inclusion & Equity

Every child is welcome at MEYM. We work closely with families and child and family support specialists to support children with additional needs, disabilities, medical conditions, or experiences of vulnerability. Support may include Preschool Field Officer involvement, individual learning plans, adjustments to routines, or collaboration with allied health professionals.

Cultural Safety

We are committed to creating culturally safe environments where children's identities, languages, and family cultures are respected and celebrated. Our Reconciliation Action Plan guides our commitment to embedding Aboriginal and Torres Strait Islander perspectives in meaningful ways.



Our Programs and Approach to Learning



At MEYM, we believe that children learn best when they feel safe, connected, and excited to explore. Our programs are built around play — the most natural, meaningful, and joyful way for young children to learn. Play is where children test ideas, build friendships, express creativity, and make new discoveries about themselves and the world around them.

Our teachers and educators partner with children and families to create warm, vibrant learning communities. We see children as capable thinkers, curious investigators, and active contributors to their world. Every day, children bring their own ideas, theories, and questions — and our teaching teams build on these to create rich learning experiences.

Our Curriculum Approach

Our programs are guided by the Victorian Early Years Learning and Development Framework (VEYLDF), which supports children to grow in identity, community, wellbeing, learning, and communication. These outcomes are not taught through formal lessons — they emerge naturally through play, relationships, and exploration.

In these two years before school, our Early Childhood Teachers guide and support children to be confident, collaborative, and curious learners. They design environments that invite investigation, creativity, and problem solving, and they respond to children's ideas with intention and care.

What Play Based Learning Looks Like

Play at MEYM is purposeful, fun, and deeply connected to children's interests. You might see children:

- Drawing maps in the sand and talking about the "roads" they've created
- Building elaborate structures and negotiating roles with friends
- Setting up a shop, making signs, writing lists, and solving real world problems
- Mixing colours, experimenting with materials, and expressing ideas through art
- Investigating insects in the garden and sharing theories about what they observe

In each of these moments, teachers and educators are extending children's thinking — supporting language, literacy, numeracy, social skills, creativity, and resilience in ways that feel natural and meaningful.

Mixed Age Learning Communities

MEYM is moving towards mixed age groups in our Kindergartens because they create rich, inclusive learning communities. Younger children learn from older peers; older children develop leadership, empathy, and confidence. Mixed age groups reflect the way children learn in families and communities, and this approach aligns with the Victorian Governments Best Start, Best Life reforms.

How We Share Children's Learning

We know how important it is for families to understand what their child is learning. Educators pay close attention to children's play, reflect on their learning, and plan ways to extend it. They document learning through photos, stories and displays, and they share these with you through conversations and updates.

We encourage you to take time to look at the learning program, ask questions, and share your insights. When families contribute their ideas, it strengthens the connection between home and kindergarten — and helps us understand your child even more deeply.

A Fun, Inclusive Environment

Above all, we want kindergarten to feel fun. Children should arrive each day feeling excited about what they might discover, who they might play with, and what ideas they might explore. Our programs are designed to nurture that sense of wonder — because learning should feel like an adventure.

Transitions to School

As children grow in confidence, independence, and curiosity, teachers and educators begin to support them with the skills and dispositions that help make the transition to school smooth and positive. This includes building social confidence, supporting emotional regulation, encouraging problem solving, and helping children see themselves as capable learners.

MEYM partners with local primary schools to support children's transition to Prep. This may include participating in "getting ready for prep" programs, sharing transition information (with family consent), and inviting Prep teachers to visit the kindergarten where possible. These connections help children build familiarity with school environments and develop a sense of excitement and readiness.

Each service has its own transition processes based on local school partnerships. Families are encouraged to speak with their child's teacher or Service Leader about the transition programs in place for their service.



Daily Life at Kindergarten

Every kindergarten day at MEYM is shaped by play, connection, and flexible routines that help children feel secure and excited to learn. While each service has its own character, all MEYM kindergartens offer warm, predictable environments where children can explore, imagine, and build relationships at their own pace.

A Day at Kindergarten

Children arrive to spaces that invite curiosity — blocks ready for building, paints waiting to be mixed, books open for sharing, and outdoor areas full of possibility. Our teachers and educators greet each child by name, helping them settle in and reconnect with friends.

Throughout the day, children move between indoor and outdoor play, small group experiences, whole group gatherings, and moments of quiet reflection. Educators follow children's interests, extend their ideas, and create opportunities for learning that feel natural and fun.

Routines such as meals, rest, and transitions are calm and unhurried. These moments help children build independence, confidence, and a sense of belonging.



What to Bring

To help your child feel comfortable and ready for the day, we ask families to pack:

- A named water bottle
- A lunchbox with lunch and snacks
- A bucket hat or hat with a neck protection (all year round)
- Multiple sets of spare clothes
- Any medical items required for your child
- A comforter, if your child has one

Clothing should be comfortable, weather appropriate, and suitable for messy, adventurous play.

What Not to Bring

We ask that families keep toys, electronic devices and special keepsakes at home. Our Kindergartens are busy and we want to ensure that special home items don't get lost or broken during play.

Arrival & Collection

Arriving and leaving kindergarten are important parts of your child's day. We encourage calm, predictable routines that help children feel secure.

At arrival, please sign your child in and let a team member know you're here. At collection, we will only release children to authorised adults listed on your enrolment form. If plans change, please contact the service so we have the correct authorisations in place before your child is collected.

Our services are flexible to the needs of families — you do not need to arrive exactly at the beginning of the session or collect your child only at the end of the day. If a different routine works better for your family, please speak with your teaching team so we can support this for you and your child.

Food & Nutrition

Healthy eating supports children’s wellbeing and learning, and all MEYM services operate as lunchbox services — children bring food from home each day.

While a healthy lunchbox is ideal, we also understand that families make food choices based on what works best for their child. Our approach is simple: children should bring food they enjoy and feel comfortable eating. Families know their child best, and we honour your decisions about what is best to put in your child’s lunch box. We only ask that families follow any food restrictions in place at their service to keep children with allergies or anaphylaxis safe.

Toileting & Self Care

Children come to kindergarten with a wide range of toileting skills. Educators support children with warmth, respect, and sensitivity, helping them build independence at their own pace. Please keep us informed about your child’s routines so we can support them consistently.

Birthdays & Celebrations

We love celebrating children’s birthdays in simple, meaningful ways — a song, a special moment, or a shared story. To keep all children safe, we ask that families do not bring food or treats to share. Your educators will guide you on how birthdays are acknowledged at your service.





End of Year Celebrations

At MEYM, we celebrate the end of the year in ways that are fun, inclusive, and child centred. We do not hold graduation ceremonies or events that place pressure on children or families. Instead, teaching teams talk with children about what has mattered to them throughout the year — What have you enjoyed? What felt special? What would you like to share? These conversations guide simple, meaningful celebrations that reflect children’s voices and the experiences they treasure. Our gatherings honour friendships, growth, and the everyday magic of kindergarten without asking children to perform or participate in experiences in front of large groups of adults.

Family Involvement

Families are an important part of our kindergarten community. You are welcome to share your skills, culture, stories, or interests with the group. Whether it’s reading a favourite book, helping in the garden, or sharing a family tradition, these moments enrich our learning environment and strengthen children’s sense of belonging. Each service also has their own Parent Fundraising Group which works in partnership with the Kindergarten teaching teams to grow service resources or plan a great incursion. If you would be interested in participating, please speak with your Service Leader who will be able to give you more information.



Incursions, Excursions & Community Walks

Incursions, excursions, and community or nature walks are an important part of our programs. These experiences help children connect with their community, explore new environments, and deepen their learning in meaningful, hands on ways.

Teaching teams choose these opportunities thoughtfully, based on the interests, strengths, and developmental needs of each group. This means that not all groups will participate in the same incursions or excursions across the year — experiences are tailored to what is meaningful for the children in that particular group. The only exception is our Body Safety sessions, which all children participate in as part of our commitment to child safety and protective behaviours.

All outings are planned with children's safety and wellbeing at the centre. Risk assessments are completed, ratios are carefully maintained, and families are informed well in advance. We will always seek written permission before taking children offsite, and we welcome family involvement where appropriate.

These shared experiences often become some of the most memorable moments of the kindergarten year — a chance for children to explore, wonder, and see themselves as part of a wider community.

Community and nature excursions generally start later in the year when all children are settled into the routine of Kindergarten and have strong relationships with their teachers and educators.



Health, Safety & Wellbeing

Your child's safety, health, and wellbeing are at the heart of everything we do at MEYM. We create environments where children feel secure, respected, and supported to grow. Our educators follow clear policies and procedures, but more importantly, they build warm, trusting relationships that help children feel safe in their learning community.

Our Commitment to Child Safety

MEYM has a zero tolerance approach to child abuse and racism. We are committed to creating child safe environments where children's rights are upheld, their voices are heard, and their wellbeing is protected. Our Child Safe Commitment and the Child Safe Standards guide our everyday practice — from how we greet children, to how we listen to them, to how we design our spaces and routines.

All team members complete regular child safety training, including protective behaviours, mandatory reporting, and body safety education. We work closely with families to ensure children feel safe, supported, and understood.



Body Safety & Protective Behaviours

Children learn about safety through everyday interactions. We support children to understand their rights, recognise their feelings, and speak up if something doesn't feel right. This includes:

- Using correct names for body parts
- Teaching children that their body belongs to them
- Modelling consent (e.g., "Would you like help with your shoes?")
- Respecting children's "no"
- Helping children identify safe and unsafe situations
- Encouraging children to talk to trusted adults

All children participate in Body Safety sessions each year as part of our commitment to protective behaviours and child empowerment. MEYM will communicate with families before these sessions take place and provide opportunities for you to see and understand the program before it is introduced at your service.

Health & Illness

To keep our community healthy, we ask families to keep children at home when they are unwell. This helps prevent the spread of illness and ensures children can rest and recover. If your child becomes unwell during the day, we will contact you to collect them.

Each service follows the Department of Health guidelines for exclusion periods. Your teaching team can provide advice and a copy of Staying Healthy guidelines if you are unsure whether your child is well enough to attend.



Common illnesses	Exclusion periods
Chickenpox	Until all blisters have dried
Conjunctivitis	Until the discharge from the eyes has stopped unless a doctor has diagnosed as non-infectious
COVID-19	Until symptoms have resolved, normally 5 to 7 days
Diarrhoea	Until there has not been a loose bowel motion for 24 hours
Fever (above 38°C)	24 hours after the fever has stopped without the administration of fever-reducing medication
Gastroenteritis - Exclusion	As advised by Queensland Health, a single case (no other cases within three days at a centre) of gastroenteritis (children and adults) should be excluded from a centre until at least 24 hrs after the symptoms have ceased. Two or more cases may indicate transmission within a centre, therefore until the cause is identified the exclusion period should be for 48 hrs after symptoms cease.
Hand, foot and mouth disease	Until all blisters have dried
Head lice	Not excluded if effective treatment begins before the next day at the centre
Human parvovirus B19 (slap cheek)	Not excluded, however, the child should stay at home until they are feeling well
Impetigo (school sores)	Until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing
Influenza and influenza-like illnesses (flu)	Until child is well
Pertussis (whooping cough)	From the onset of coughing
Roseola	Not excluded, however, the child should stay at home until they are feeling well
Vomiting	Until 24 hours after vomiting has stopped



Medical Conditions

If your child has a diagnosed medical condition — such as asthma, allergies, anaphylaxis, diabetes, or epilepsy — we require a current medical management plan completed by a health professional. Families must provide any prescribed medication and ensure it is in date. Children who have a diagnosed medical condition cannot attend Kindergarten without a management plan and any medication that is required to manage an emergency.

Educators are trained in first aid, CPR, asthma management, and anaphylaxis response. We work closely with families to ensure children's medical needs are understood and supported.

Medication at Kindergarten

Medication can only be administered with written permission from a parent or guardian and must be provided in its original packaging with the child's name and dosage instructions. Please speak with your Service Leader if your child requires medication during the day.

Sun Protection

All MEYM services follow a SunSmart approach. Children wear sunhats outdoors when the UV level is above 3, and sunscreen is applied before outdoor play. Families are welcome to supply their preferred sunscreen if needed.

Toileting & Hygiene

Children come to kindergarten with a wide range of toileting skills. Educators support children with warmth and respect, helping them build independence at their own pace. We encourage families to pack spare clothes each day.

Handwashing is embedded into our routines — before eating, after toileting, and after outdoor play — helping children learn healthy habits.

Safe Environments

Our indoor and outdoor spaces are designed to be safe, engaging, and developmentally appropriate. Teaching teams complete daily safety checks, maintain clear supervision practices, and ensure environments are free from hazards.

Risk assessments are completed for all high risk activities, incursions, excursions, and community walks. These are available for you to review at any time and will be provided before an event or excursion.

Emergency Procedures

Each service has clear emergency and evacuation procedures. Children practise these drills calmly and regularly so they know what to do in an emergency. Educators explain drills in age appropriate ways to help children feel safe and confident.

Communication & Working Together

Strong, respectful communication between families and educators is at the heart of a positive kindergarten experience. When we work together, children feel supported, understood, and connected — both at home and at kindergarten. MEYM is committed to open, honest, and timely communication that keeps families informed and involved.

Staying Connected

Each service uses a combination of face to face conversations and email communication to keep families informed. You'll hear from us about your child's learning, upcoming events, important reminders, and anything we need from you to support your child's wellbeing.

Educators are always happy to talk with you — whether it's a quick check in at drop off, a conversation at collection, or a scheduled time to discuss something in more depth. All services will conduct Parent Teacher interviews in Term 2.





Sharing Information About Your Child

Families know their children best. We encourage you to share anything that helps us understand and support your child — their interests, routines, strengths, worries, or any changes at home. This information helps us create a consistent, nurturing environment where your child feels safe and confident.

Two Way Communication

Communication is a partnership. We will keep you informed about your child's learning and wellbeing, and we welcome your questions, insights, and feedback. If you ever have concerns, we encourage you to speak with your teaching team or Service Leader so we can work together to resolve them.

Learning Documentation

Educators document children's learning in ways that are meaningful, accessible, and reflective of each child's experiences. This may include photos, observations, group reflections, or displays within the room. Documentation helps families see the learning that happens through play and gives children a sense of pride in their achievements.

Family Feedback

Your feedback helps us grow. MEYM welcomes suggestions, questions, and reflections from families throughout the year, and we may also invite you to participate in surveys or conversations that help shape our programs and practices. Each service has a poster in the foyer with a QR code you can use to provide feedback at any time.

Concerns & Complaints

If you have a concern, we encourage you to speak with your child's teaching team or Service Leader as soon as possible. Most issues can be resolved quickly through open, respectful conversation. If further support is needed, MEYM has a clear complaints process to ensure concerns are addressed fairly and promptly.

Policies, Permissions & Key Information

MEYM follows clear policies and procedures to ensure the safety, wellbeing, and inclusion of every child. This section outlines the key information families need to understand how our services operate and what permissions are required throughout the year.

Our Policies

All MEYM services follow the Victorian Early Years Learning and Development Framework, the National Quality Framework, and MEYM's organisational policies. These policies guide our everyday practice and ensure consistency across our kindergartens.

Families can view all MEYM policies on our website. If you would like more information or clarification, please speak with your Service Leader.





Permissions

Throughout the year, we may seek your permission for a range of activities, including:

- Local excursions or community walks
- Incursions
- Body Safety sessions
- Use of photos or videos for documentation within the service
- Administration of medication
- Emergency medical treatment

Permission forms are provided at the beginning of the year and as needed. We will always explain the purpose of each activity so you can make informed decisions for your child.

Photography & Documentation

Educators document children's learning through photos, observations, and displays. These are used to reflect learning, support planning, and share children's experiences with families.

Photos are used within the service only, unless you have given explicit permission for broader use. We respect every family's preference and will always follow your instructions.

Privacy & Confidentiality

MEYM is committed to protecting your family's privacy. Personal information is collected only for the purpose of supporting your child's learning, safety, and wellbeing. Information is stored securely and only shared when required by law or with your consent.

If you have questions about how your information is handled, please speak with your Service Leader.

Attendance & Absences

Regular attendance helps children build routines, relationships, and confidence. If your child will be absent, please notify your service as soon as possible. This helps educators plan for the day and ensures we can follow up if a child is unexpectedly absent.

Changes to Enrolment

If your contact details, authorised pick up list, or family circumstances change, please update your service promptly. This ensures we always have accurate information to keep your child safe.

Emergency Contacts

Families must provide at least two emergency contacts who can collect their child if needed. Please ensure these contacts are aware they have been listed and are available during kindergarten hours.



Key Contacts (Quick Reference)

Your Service

Your kindergarten will provide the following information at the start of the year:

Phone number:
Email address:
Physical address:
Hours of operation:
Names of your child's teaching team:
Name of your Service Leader:

MEYM Website




Access to all organisational policies: <https://meym.org.au/policies/>

General information about MEYM services: <https://meym.org.au/>

MEYM Enrolments Officer

For questions about enrolment, placement, or waitlists:

 **Email:** enrolments@meym.org.au

 **Phone:** 9081 8106



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MEYM Office
2A Marigold Crescent
Gowanbrae Vic 3043

P 03 9081 8106
W www.meym.org.au