



# KEDRON HEIGHTS Community Kindergarten

# PARENT HANDBOOK



Updated February 2023

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# Section 1 – Governance and regulatory bodies

## Our Affiliation with Lady Gowrie Kindergartens

Kedron Heights Community Kindergarten is affiliated with Lady Gowrie Kindergartens. The Gowrie (QLD) is the Central Governing Body (CGB) for Lady Gowrie Affiliated Kindergartens and as CGB, they support their affiliated kindergartens in their provision of an Approved Kindergarten Program. More information about The Gowrie (QLD) is available through their website <https://gowrieqld.com.au/community-kindergarten/> or by contacting them directly on 07 3252 2667.

As a Lady Gowrie Affiliated Kindergarten, we:

- Are operated by a parent management committee
- Employ qualified Early Childhood teachers and staff
- Have an QLD Government Approved Kindergarten Program
- Have a building and playground of an approved standard
- Have adequate and suitable equipment for indoors and outdoors
- Have close parent/teacher co-operation
- Have an approved ratio of staff to children

## ACECQA and the Office for Early Childhood

As an Approver Provider, we are monitored and assessed by **The Australian Children’s Education and Care Quality Authority (ACECQA)** who works with the state and territory regulatory authorities to implement and administer the **National Quality Framework (NQF)**.

Under the **Office of Early Childhood Education and Care**, we are bound by the **National Education and Care Services Law Act 2010, National Education and Care Services Regulations 2011 and Queensland Law Act 2011**. Our teachers will be happy to guide and support your knowledge of these documents, the impact it has on our program, your child and family. There is also a USB available with these regulatory documents available for Kindy families to borrow at any time.

As part of the National Legislation and Quality Assurance process, Kedron Heights Community Kindergarten **undertook assessment and rating under the National Quality Standards** and were assessed in relation to these 7 quality areas:

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative relationships with families and communities
7. Leadership and service management.

In 2015, The Early Childhood Education and Care Department rated our service as **Overall Exceeding the National Quality Standards**.

## Quality Improvement Plan

Our centre’s **Quality Improvement Plan (QIP)** is an ongoing document that allows the kindergarten community to identify, plan and implement areas that may need more improvement or development within the service. Our service has a copy of our Quality Improvement Plan (QIP) available for families to look through at any time.

This is in the Parent Hub in the foyer. **Parent input around this whole process is valued and important to our service, so throughout the year we may ask for your feedback and contributions in relation to the 7 quality areas.** Please do not hesitate to see us for further information. Also, the websites below will give you further information about the National Quality Standards and how the process works. (<https://www.acecqa.gov.au/nqf/national-quality-standard>, <https://earlychildhood.qld.gov.au/>)

Our regional Education and Care Office can be contacted on 07 3028 8604 or [metrocity.ecec@qed.qld.gov.au](mailto:metrocity.ecec@qed.qld.gov.au) (PMB 250 Mansfield DC Q 4122). [Regional offices | Parents and families | Queensland Government \(www.qld.gov.au\)](#)

If you have any concerns about the operation of the service or care of the children, please contact this office and asked to speak with an Authorised Officer.

## Compliance History Logbook

The Queensland Government is committed to ensuring families and the public can access open and transparent information about early childhood education and care services in Queensland.

On 1st February 2010, the compliance scheme was introduced to enable publication of information about services that contravene Education and Care Services National Regulations 2011 and Education and Care Services national Law Act 2010. Kedron Heights Community Kindergarten keeps and maintains a Compliance History Logbook, allowing families and the public access to compliance information about the Centre if it contravenes the Act. This logbook is available on request.

## Centre Policies

Our Gowrie Centre policy folders are in the Parent Hub in the foyer for parents to access at any time. There are also various policies located in the relevant areas throughout the centre. If there are any changes to the policies parents will be notified of these changes.

## Section 2 – All About Us

**We acknowledge the Turrbal people, the traditional owners of the land on which Kedron Heights Community Kindergarten stands.**

*Thank you for the welcome to your country.*

*Thank you for the welcome to your land.*

*Come and let's sit as one,*

*Underneath the same sun.*

*(Jan Wositzky)*

## Management of the Centre

Kedron Heights Community Kindergarten is a community run centre. The word “community” implies that parent involvement is an integral part of the running of our Kindy. As a Lady Gowrie Affiliated Kindergarten, the parents who hold a committee position and in association with the staff, manage the Centre.

Each parent/guardian of a child attending our Centre becomes a member of the Kedron Heights Community Kindergarten Association Incorporated. Each year at the Annual General Meeting, the Management Committee from the prior year resign their roles and the new members of the Association (parents and carers of the current year families) elect the new Management Committee. The Management Committee is formed from

both parents and guardians of children currently attending the Centre, and any member is eligible to nominate for a position.

It is important that all parents and carers attend the Annual General Meeting held at the start of their Kindy year. For 2023 our AGM was part of our **2023 Families Welcome BBQ on Saturday 18th February 2023**.

Monthly Committee Meetings are held at a regular time that suits the Committee members and staff and it is important that Committee members be able to attend the meetings as scheduled. While we have held some Committee meetings by zoom in recent years, meetings attended onsite allow more open communication and are our preference moving forward. Our constitution defines a quorum for each meeting. Meetings cover the "day to day" business of the Centre and may involve making decisions on financial, business, and social commitments of the Centre. All parents and guardians as members of the Association, are welcome to attend Committee Meetings whether they hold a committee position or not.

There are 2 types of roles within the Management Committee:

- Executive Committee Roles
- General Committee Roles

## Executive Committee Roles

To be able to operate as a Kindergarten Service we **must fill the 4 Executive Committee roles** listed below. Without parents operating in these roles, we are unable to meet the responsibilities of the Kindergarten Constitution. In accordance with changes to the Blue Card system in 2020, Executive Committee members cannot commence in their roles until they hold a valid BCB Blue Card, and these applications are made online by the committee member. There is no cost to obtaining a Blue Card for volunteer committee roles at Kindy.

### President/Approved Provider

- Co-ordinate all functions of the Management Committee
- Provide leadership and strategic direction
- Staff supervision, management, and recruitment
- Liaise with the Nominated Supervisor and Educational leader on all matters affecting the Centre
- Ensure compliance with Association's rules/by laws, regulatory and Gowrie affiliation requirements
- Signing Officer on the Kindy bank accounts
- Manage complaints
- Chair meetings of the committee and the AGM
- Prepare and present President report for Committee meetings and AGM
- Conduct annual staff appraisals with the Vice President in July each year.
- Meet with Gowrie representatives and other stakeholders
- Undertake mandatory training as required

### Vice-President/WH&S Officer

- Assist the President as required
- Stand in for any absent office bearer if required at meetings
- Signing Officer on the Kindy bank accounts
- Supervise and co-ordinate Workplace Health & Safety issues
- Provide monthly WH&S report with Nominated Supervisor at Committee meetings
- Conduct WH&S audit each term with the Nominated Supervisor
- Undertake mandatory training as required

### Treasurer

- Oversee centre budget and financial accounts
- Signing Officer on the Kindy bank accounts
- Liaise with Financial Administrator in the preparation of reports
- Present monthly financial reports at Committee meetings

- Approve payment of invoices and payroll as presented by the Financial Administrator

#### **Secretary**

- Record & attend to Committee correspondence
- Compile the Agenda and minutes for the committee meeting
- Oversee upkeep of selected registers as required
- Provide administrative support if required for ad hoc tasks
- Assist with family satisfaction surveys, collating responses, and presentation to the Committee

## **General Committee Roles**

In addition to the Executive Committee, there are several General Committee roles available:

- **Grants Co-ordination (can have 2 Grants roles)** – actively looks for available grant opportunities (as these change from year to year) and assists with the collation of quotes and other documentation for grant lodgements. Assists with other tasks relating to grants/renovation expenditure, including the need for council approval on structural works
- **Fundraising Co-Ordination (can have 2 Fundraising roles)** – This role involves organising and coordinating kindy fundraising events, including the Easter Raffle, Bunnings Sausage Sizzle, Picture Plates and our main event, The Kindy Art Show (a subcommittee will be organised for the Art Show)
- **Maintenance Co-Ordination (can have 2 Maintenance roles)** - organises and attends to maintenance issues and projects for the centre; co-ordinates working bees; delegates jobs to be done
- **Marketing/ Website Co-ordination** – help with identifying promotional opportunities and increasing awareness of our kindy, organises general updates of KHCK website, Facebook, and Instagram pages. Be responsible for the collation of articles and input (including from the Committee) for the quarterly Kindy newsletters and compile for review by the teachers before distribution to families by the end of each term (seeking assistance from the Secretary or VP if needed.)

These roles all are vital to help the kindy maintain facilities and resources and ensure we can sustain strong enrolments into the future.

## **Committee Support Roles**

A number of other roles are available to assist the Committee and support Kindy activities for children and their families. Attendance at monthly meetings is not necessary for these roles, although your presence is always welcome.

- **Social Co-ordination for each group (role can be shared)** – organise centre’s social events, including playdates, family picnics etc
- **Book Club Co-ordination (can be done by 1 or 2 people to cover the deliveries that occur across the week for both groups)** – distributing Scholastic brochures; processing orders via online LOOP system and distributing orders. Liaising with kindy teachers to access free resources earned from any of these initiatives.
- **Children’s Book Library Co-ordination – (2 people – one person from each group)** assists children with weekly borrowing of books within kindy sessions; maintains organisation of the children’s library; filing books once returned; checking returns are up to date (Both groups will require this position filled)
- **Museum Loans Coordinator (1 person)** – drop-off/collect QLD Museum Loan from Hendra on a fortnightly basis during school terms, set up items at kindy, ensuring all items are present; pack up items at completion of each borrowing period, ensuring all items are present.
- **First Aid Resource Coordinator (1 person)** – ensure the contents of the first aid kit is checked each term to ensure the kits are complete and within expiry dates. Kindy will purchase/reimburse any restocking costs.

## Our History and Major Improvements

- In **1961** Kedron Heights Child Care Centre applied for land lease to build a childcare centre and later that year, the name was changed to Kedron Heights Kindergarten Association.
- In **1962** Lord Mayor Clem Jones, opened a fete on the land at 107 Kitchener Road, to raise funds for the building that stands today. A **14-year** lease was granted at a cost of **5-pound 5-shilling** per year.
- In October **1962**, a **250-pound** building and equipment grant from the Dept of Education, along with a **250-pound** grant from the Brisbane City Council and a **2500-pound** loan from the bank saw the start of construction of the building. The building was completed in **1963**.
- The building was opened 4 March **1963** and was initially affiliated with C&K in February **1964**.
- In **2006** the patio into the playroom was enclosed to create a larger indoor playroom space.
- A new kitchen was installed in **2012** and our playground and outdoor area received a major redevelopment in its **50<sup>th</sup> year, 2013** (Queensland Government, Department of Education, Training and Employment, Renovation and Refurbishment Grant Program).
- In **2014**, Kedron Heights Preschool and Kindergarten became Kedron Heights Community Kindergarten. With new front signage kindly funded by the state member for Stafford, Dr Anthony Lynham in **2015**.
- In **2015**, Queensland Government Community Gambling Grant Benefit Fund grants enabled us to paint inside and our sandpit area along with sections of fencing updated to 1.5m in height.
- In **2016**, in response to family and community input, the **longer day program commenced in Group B: 8.30-4.30pm**.
- In **2016**, further sections of our front fencing were replaced and with financial support from Councillor Fiona Hammond's office, we replaced water piping and extend our storm water drainage.
- In early **2017**, we became a Lady Gowrie Affiliated Kindergarten. We revamped our website and logo, and added our vision, "**Celebrating Childhood**".
- In **2017**, we commenced our regular trips to our **Magical Forest** in Bradbury Park.
- Through the receipt of a grant from the Commonwealth Bank, we were able to renovate our children's bathrooms in **April 2017**, adding dividers between the children's toilets for added privacy.
- In **Jan 2018**, as part of the Queensland Government Community Gambling Grant Benefit Fund, we replaced the flooring in our playroom and hallway, as well as replaced many additional pieces of flooring, and outside gym mats.
- In **April 2018**, our kindergarten was chosen by Education Qld, to participate in a series of videos and transcripts, to help families in the important transition to school.
- In **October 2018**, a Brisbane Airport Corporation Grant allowed us to replace our block shelf units and other grants from the Community Gambling Grant Benefit Fund and Kedron Wavell Services Club enabled replacement of our aging photocopier and other IT resources.
- In **2019** through the receipt of the Woolworths Junior Landcare Grant, we added a vegetable garden, native beehive, and vertical garden for the kindy community to maintain and enjoy.
- In **2020**, a major upgrade of Bradbury Parklands (across from the kindergarten) took place. This included recreating the forest area that we visited over a number of years into a beautiful natural space for the children. This is called the Magic Forest.
- Having been awarded a Gambling Benefit Fund Grant and a Brisbane City Council COVID Direct Assistance grant in early **2021**, we have been able to add create a new synthetic turf play space and replaced our Kindergarten fencing, replaced logs surrounding our digging patch, added seating to our reconciliation garden and improved access to our playground by the addition of an entrance step.
- In early **2022**, Kindy was impacted by flooding. However, through generous assistance from families and staff during the clean-up and having the repairs funded by insurance and grants, we were able to continue kindy operations with minimal downtime.

Grants are highly contested, and they are vital to fund renovations and replacement of kindergarten equipment. The Grants Co-ordination role greatly assists in sourcing grant opportunities.



## Our staff for 2023

### **Group A** (Mon, Tues, alt Wed)

Teacher/Educational Leader: Kathy O'Sullivan (Bachelor of Teaching/Education)

Educator: Sarah Day (Diploma of Childcare and Education – CN0325)

### **Group B** (Thurs, Fri)

Teacher/Nominated Supervisor: Judith Aitken (Bachelor of Teaching/Education)

Educator: Angela Gray (Diploma of Children's Services - CHC50302)

Inclusion Support: Dana Hynd (Cert IV in Education Support)

Additional casual staff to support each group will be engaged as required. Our Office Administrator, Leanne McKenna (CA), oversees the financial and administrative management of the kindergarten and works Mondays and Fridays, 8.30am to 2.30pm.

All teaching staff hold a current Blue Card/Exemption card and Senior First Aid Certificate (including CPR, asthma, and anaphylaxis training), and exceed the requirements of the Education and Care Services National Regulations (as updated 1 July 2018) and Education and Care Services National Law (Queensland) Act 2011. All staff complete annual training in Fire Safety, Child Protection and Workplace Health and Safety.

Please refer to Roles and Responsibilities of staff in the next section for further information.

## Staff Professional Development

This Centre actively supports the ongoing professional development of all staff members for attendance at courses, seminars, workshops, and conferences. The Early Childhood Education Award (State) requires teaching staff to participate in 20 hours (pro-rata) of professional development each year in their own time.

Each staff member is encouraged to develop an ongoing approach to planning for their professional development. Staff attend regular staff meetings, critically reflecting on policies and procedures, centre happenings, behaviour management and teaching strategies. **Our teachers are supported by our Lady Gowrie Early Childhood Education and Care Coordinator from Gowrie**, who offers support in curriculum planning, teaching strategies, behaviour management and governance matters. Teaching staff also participate in regular network meetings with other local early childhood services.

## Roles and responsibilities of staff

The staff at Kedron Heights Community Kindergarten are highly valued by the Committee and parent body. Together they have years of teaching experience in early childhood settings. An abridged version of their roles and responsibilities is outlined below.

### **Teachers:**

Our teachers meet the qualifications of an ECT by holding and approved early childhood teaching qualification (4 year early childhood degree) and current registration from the Queensland College of Teachers:

Our Teachers possess current First Aid certificate including Asthma and Anaphylaxis, which is updated every 3 years and CPR (along with Asthma and Anaphylaxis) is updated every 12 months.

The roles and responsibilities of our teachers (ECT's) may include but are not limited to:

- daily preparation of materials and set up of play spaces before the children's arrival

- daily checking of grounds and equipment for safety hazards and ensuring the committee is actioning maintenance needs
- daily greeting of parents and children
- designing, planning, implementing, and evaluating educational programs and practices, including following and implementing an approved learning framework
- leading and supporting the health, wellbeing, learning and development of children
- providing pedagogical leadership
- coaching, mentoring and supervising staff
- building and maintaining strong relationships with children and their families
- ensuring compliance with service policies and national and/or state based legislation
- leading the delivery of National Quality Standard requirements
- working with community members and external agencies, and
- leading and managing a variety of education and care services
- supporting families to be involved in the service
- maintaining confidentiality in matters relating to parents, staff and children
- work closely with the Management Committee
- conducting regular evacuation drills and keeping relevant records

Our ECT's are also responsible for completing several tasks in non-contact time:

- Preparing a written curriculum based on observations, objectives, and evaluation
- Maintaining records on children's profiles and kindy portal, parent discussions, minutes of monthly staff meetings, monthly reports to the committee, accident records, medication records.

**The Nominated Supervisor (Judith)** has the responsibility for the day-to-day management of the service with a range of responsibilities, including:

- ensuring educational programs are:
  - based on and delivered in accordance with an approved learning framework
  - based on the developmental needs, interests and experiences of each child
  - designed to consider the individual differences of each child (section 168)
- Supervision and safety of children and ensuring they are safe from hazards and not subject to inappropriate discipline
- authorised entry to and exit from the premises (children and parents/carers)
- food and water (hygiene and access)
- administration of medication in accordance with National Regulations
- ensuring excursions have been sufficiently planned with a thorough risk assessment conducted and that parental approval is sought before the excursion happens
- ensuring staff levels are maintained in accordance with prescribed ratios and that staff hold the required qualifications
- working closely with the Management Committee and in particular, the Approved Provider (President)

**The Educational Leader (Kathy)** has an influential role in inspiring, motivating and challenging or extending the practice and pedagogy of educators. It is a joint endeavor involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

### **Educators (Assistants)**

We meet the requirements under regulation 126 of the Education and Care Services National Regulations:

- 50% of educators required to meet the relevant educator to child ratios in centre-based services with children preschool age and under, must have, or be actively working towards, an approved diploma level education and care qualification (or higher).
- Other Educators must be Certificate 111 certified.

[Qualifications for centre-based services with children preschool age or under | ACECQA](#)

Our Educators possess current First Aid certificate including Asthma and Anaphylaxis (updated every 3 years) and CPR (updated every 12 months).

The roles and responsibilities of a diploma level educator may include, but are not limited to:

- supporting and leading children's learning and development
- designing, planning, implementing, and evaluating educational programs and practices, including following and implementing an approved learning framework
- supporting the health, wellbeing, learning and development of children
- working with community members and external agencies
- providing leadership and support
- leading and contributing to service delivery that meets the National Quality Standards
- managing a variety of education and care services, and
- ensuring compliance with service policies and national and/or state-based legislation.

## Student Placement and Volunteers

All University/TAFE and school students (over the age of 18) and volunteers are required to hold a current positive notice (blue card) from the Queensland Government Blue Card Services (Working with Children Check – Queensland Blue Card System) **prior** to commencement of their practicum/volunteer work at our Centre.

This Centre recognises the importance of student placements as being consistent with the long-term training of staff in the provision of quality education and care for children. Students are supervised both by Centre staff and by University/TAFE staff. Any volunteers or students will work under the guidance and supervision of qualified staff and will undergo a thorough induction process upon arrival.

This Centre also supports the inclusion of work experience school students in the educational program. This can be implemented on a limited basis upon request from the school liaison officer and in consultation with the teacher. Students and volunteers must sign the daily sign on sheet (located on sign on desk in entry foyer) to record their attendance at the service. School students are not currently required to hold a Blue Card.

Acceptance of placement of students is determined in consideration of the children and staff needs at the time.

## Staff and Management Code of Conduct

Our educators are guided professionally by the **Early Childhood Australia's Code of Ethics**. We take time to reflect on our practice regularly and are committed to continuous professional development (adapted from our Centre Philosophy). We also refer to Lady Gowrie's Staff Code of Conduct and our Staff Handbook.

### Our Centre staff and management:

- understand and adhere to our Centre Philosophy at all times
- seek to learn and walk the journey of Reconciliation at all times, as we acknowledge the Turrbal people as the original custodians of our land
- understand the importance of our own emotional health and wellbeing and seek help if required
- maintain current knowledge and professional development in relation to the centre's Interactions with Children Policy, Behaviour Guidance strategies, and confidentiality policies
- will be a leader who stands up for the rights of children, advocates for their best interests, and constructively challenge practices
- value the ideas, backgrounds, knowledge, and experiences of our colleagues, and engage with them at all times with respect, and positive and constructive communication
- look out for one another, offering support when required, as well as positive feedback and gratitude

In relation to the children in our care, we:

- we will not discriminate due to culture, ethnicity, gender, sexuality, religion, or disability
- seek to keep children connected to family, community, language and culture

- never knowingly harm a child or allow them to be harmed
- provide an environment for children where they feel safe, thrive and can develop positive relationships with adults and peers
- are good role models for the children, demonstrating respectful relations at all times
- listen to, and value what children have to say, and include their voices in decision making
- promote secure attachments and warm trusting relationships and interactions
- seek to strengthen resilience, critical thinking and informed risk taking in the children
- promote communication and problem-solving skills in the children, together with social learning and awareness, and capacity to express and acknowledge feelings
- use language that is age/stage appropriate, clear, non-threatening and non- sexual
- ensure that children are actively and adequately supervised at all times whilst maintaining privacy for children
- ensure that children's needs for accessing drinking water, food, sleep or respite are met at all times

In relation to the families at our centre, we:

- respect that there are many different positive ways to raise children
- support and collaborate with families throughout the year, acknowledging them as their children's first and most important educators.
- are supportive of families, linking them with specialists and resources if required
- respect, learn and value families culture, heritage and traditions.
- have clear personal and professional boundaries. Staff will conduct themselves professionally in the context of engaging with children and families at community or private events.

Collaboration between Staff and Educators: March 2023

## Parent/Carer's Code of Conduct

As stated in our Centre Philosophy, *we acknowledge that families are unique and add to a rich diversity of culture, beliefs and knowledge within our kindergarten. We aim to work in partnership with families by having a welcoming, respectful environment which supports open and honest communication with families.*

Each parent/carers who joins our centre on a parent roster day undertakes an Induction with the Responsible Person prior to commencement. This is recorded in our Volunteers/Relief staff folder. As well as this,

### At our centre, Parents and carers should:

- Feel welcome to stay and observe our program
- Alert and raise any issues or concerns with the Responsible Person, Nominated Supervisor or Approved Provider as soon as they arise
- Drop off and pick up of child/children in a timely fashion, leaving the child/children in the care of our Centre only for the time allocated
- Provide the necessary resources/materials relevant to the activity as requested
- Give constructive feedback on our centre policies, procedures, surveys
- Work with the Responsible Person, Nominated Supervisor and Committee for the benefits of the centre
- Be aware that personal information is treated confidentially, and privacy is respected
- Conduct themselves in a suitable way in relation to communication and interactions with children, staff, visitors and other parents such that cultural diversity is valued and respected and behaviour and language is not bullying, discriminatory or sexually harassing
- Be aware and adhere to our centre policies regarding communication, privacy and confidentiality, as communicated in the parent handbook

### Parents and carers have the right to:

- Receive feedback on their child/children's progress
- Ask questions or raise concerns about the program and activities
- Make complaints as per procedure; and
- Stay and observe our program and activities with their child

## Volunteers / Tradespeople and Contractors

### Volunteers and Visitors including Tradespeople and Contractors should:

- Conduct themselves in a professional and appropriate manner at all times and particularly in relation to their behaviour and language if their attendance at the service involves interaction with children
- Follow the policies and procedures of the service and direction from staff or Management Committee
- Sign in and out on arrival and departure and advise staff of where they will be engaging or working while at the service
- Ensure that an environment which supports the safety and wellbeing of children, staff, students, volunteers, parents, and any other stakeholder is maintained at all times
- Where possible organise to come during times when the children aren't present at our centre, e.g., every second Wednesday, weekends.
- Adhere to any government and health requirements at the time

### Our Terms and Operation Hours for 2023

Our program days/hours are:

- **Group A** families attend the centre 5 days per fortnight (during school terms): Monday, Tuesday, and alternate Wednesdays, with Centre hours strictly 8.40am to 2.50pm.
- **Group B** families attend the centre 4 days per fortnight (during school terms): Thursday and Fridays, with Centre hours strictly 8.30am to 4.30pm.

To enable the staff to prepare the play areas for the children, the sliding entry door to the playroom will not open earlier than the start times listed above in the morning. However, the foyer and front area will be accessible so children and families can catch up before the Kindy Day starts. Prior to leaving the Centre in the morning, parents/guardians must give the children into the personal care of the Teacher or Educator.

The door to the playroom will open in the afternoon from 2.30pm for Group A and more details on Group B's afternoon routine is covered in the section "About the day at Kindy".

Please refer to your kindy calendar for staggered start dates for week 1, our term dates, public holidays, pupil free days and the Wednesday's your child will attend if you are part of Group A. We broadly follow the Qld State School Calendar term dates as follows:

| Term   | Dates for 2023   | Length   |
|--------|--|----------|
| Term 1 | Monday 23 January – Friday 31 March (note staggered starts in week 1/week 2)   | 10 weeks |
| Term 2 | Monday 17 April - Friday 23 June   | 10 weeks |
| Term 3 | Monday 10 July - Friday 15 September   | 10 weeks |
| Term 4 | Tuesday 3 October - Thursday 7 December<br>(Note: Friday 8 December is a pupil free day to allow staff to come together for the end of year Centre clean up) | 10 weeks |

# Section 3 – Curriculum and Learning Guidelines

## Our Philosophy

*Children are nurtured at Kedron Heights Community Kindergarten to develop skills and dispositions for life-long learning.*

### Introduction

At Kedron Heights Community Kindergarten, we acknowledge the Turrbal people, the traditional owners of the land on which our kindergarten stands and the role we play as the caretakers of this land.

Kedron Heights Community Kindergarten has a tradition of providing high quality, community based early childhood education and care for more than fifty years. The strength and success of our kindy is based on the genuine enduring relationships that are formed and cemented within our community.

Our philosophy captures the voice of children, families, staff and community and is guided by the following principles we believe are integral to Kedron Heights Community Kindergarten.

### Our Values

Relationships, Respect, Responsibility, Resilience

### Our Vision

*We grow and learn together within our community!*

At Kedron Heights Community Kindergarten we are committed to *celebrating childhood* every day and we are advocates for...

- Promoting a community where the children feel they *belong*
- Providing time for children to just *be*
- Guiding children on the journey they take to help them form the type of person they will *become*

### Our Image of Child

All children are uniquely capable, competent, and social. They demonstrate curiosity and resourcefulness about their world. As educators, we respect the knowledge, experiences, culture, and language each child brings. We have a commitment to advocate for and support each individual child's special rights.

Educators view children as active citizens, recognising their roles and responsibilities as participants in our kindergarten community. We provide opportunities for children to explore their playful learning environment as we observe and listen with intent to support their theories and understandings of the world.

### Children's Voices

Educators honour and respect all children's voices, ideas, and theories, recognising children communicate in many ways. We listen to children. This is a place where children's voices are heard and responded to in a positive manner. Authentic listening enables trusting relationships to form between educators, children, and families. It gives educators an insight into individual children's worlds. Educators use documentation to make children's learning and voices visible and to plan and resource future learning possibilities. This type of

scaffolding supports and encourages children to deepen their thinking, build on their theories and expand their vocabulary.

## Our Learning Environment

Children thrive in environments that are suited to their interest and developmental stages. The environment is a place that is welcoming, inclusive, authentic, aesthetically pleasing and culturally representative of community. It embraces nature and is filled with purposeful materials that allow all children to grow and thrive as competent learners as well as meeting the diverse learning needs of children. The layout of the environment promotes relationships, communication, collaboration, and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem-solving skills, questions, experimentation, and open-ended play. The environment reflects the ideas, ethics, attitudes, and cultures of the people who 'live' in it.

When planning our learning environment, educators consider a holistic view of children's learning, promoting social, emotional, physical, and cognitive development and wellbeing e.g. "When I feel overwhelmed, I like to go to our quiet area and read a book" (Joseph M, aged 4)

We embrace a culture of nature play, encouraging children to develop a love and respect for the natural environment. Daily rhythms allow children long uninterrupted periods of time to explore the indoor and outdoor environment in all seasons.

## Play

We offer considered, intentional and purposeful play-based learning. Children have a natural desire to engage in experiences based on their interests and curiosities. Play gives children freedom to explore, practise and master skills, dispositions, and knowledge, giving them a strong foundation in a changing world.

Our playful learning environment inspires children to engage in meaningful learning experiences. A balanced and intentional curriculum is planned which incorporates unhurried and uninterrupted time for child-directed play, where educators scaffold children's learning and their ideas and games develop. Educators take time to "join in" children's play, not just facilitate the play but be part of the play itself.

## Families and Communities

We acknowledge that families are unique and add to a rich diversity of culture, beliefs, and knowledge within our kindergarten. We work in partnership with families by having a welcoming, respectful environment which supports open and honest communication with families. Based on our philosophy of inclusion and respect, we are committed to promoting reconciliation in our kindy and in the local community and actively support equal opportunities for Aboriginal and Torres Strait Islander peoples.

We respect that parents are the first and foremost educators in their child's life and acknowledge and value the many varied parenting styles. All families (including those from other countries) are welcomed as partners in the kindergarten. We aim to build a collaborative relationship with families so that we are all active participants in the child's learning. We invite families to be actively engaged in our kindergarten community and welcome their interests, ideas, and participation. We provide a variety of opportunities for parents' voices to be heard through surveys, roster days, feedback forms.

We work collaboratively with families and community members by learning together, connecting with, and actively using community spaces to support children's sense of belonging and learning. "But, we really want to help you, because we always help you. You'll be so tired doing that all by yourself. We can do it together."  
**(Addy, aged 4 – showing her understanding of the importance of coming together to get things done).**

The kindergarten builds relationships with future kindergarten families by offering playdates, links to newsletters and educators work in partnership with local schools to support children's transition and continuity of learning.

## Sustainability and Connections to the Environment

We value environmental sustainability and believe it is important to engage children in sustainable practices and encourage a respect for our environment. As a community, we are committed to reducing our current environmental impact. To enact our commitment to sustainable practices, educators' model and discuss the importance of being water wise. We Reduce, Reuse and Recycle materials, equipment, and resources where we can. To demonstrate our connection to the environment our program includes natural resources to allow children the freedom to explore.

## Emotional and Social Well-being

Children's emotional wellbeing (including resilience and self-esteem) develops within sensitive, nurturing, and responsive relationships. We provide valuable opportunities where children feel respected and valued.

We encourage children to connect and build relationships with their peers in an environment that fosters collaboration, negotiation, communication, teamwork, sharing and taking turns.

By focusing on children's well-being, educators will, through positive, strong relationships, support children who are experiencing emotional difficulties and when necessary, take time to work together with families to support connections with health professionals if require.

## Educational Program and Practice

Educational program and practice are child-centre, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

Educators implement learning opportunities based on sound early childhood theories which place children's welfare at its core. Our curriculum is informed by the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guidelines (QKLG) and the National Quality Standards and is developed through a collaborative process.

Documentation is an integral part of our work, giving value to learning and making it visible for children, families, and educators. It offers provocations, dialogue, and a tool for continual reflection. Educators share the children's experiences through informal conversations, formal parent/teacher meetings, planning books, Kindy Portal, newsletters, emails, and the children's journals. Observation, interpretation, and analysis of children's learning is embedded in daily practice.

## Educators

Our educators are guided professionally by the *Early Childhood Australia's Code of Ethic*. We take time to reflect on our practice and are committed to continuous professional development.

Our educators value the importance of their own emotional wellbeing in order to sufficiently care for the social, emotional, physical and educational needs of the children in their care. Valuing emotional wellbeing enables educators to be better positioned to support children to develop self-regulation, build resilience and form secure relationships with children and families.

*Kedron Heights Community Kindergarten  
– where children thrive through connections to educators,  
peers and their learning space.*

Our Centre Philosophy was most recently reviewed and updated by the Staff in collaboration with the Committee and parents in 2022. It informs all areas of our programming, relationships, and interactions.



# The Queensland Kindergarten Learning Guidelines (QKLG)

At Kedron Heights Community Kindergarten, we implement the QKLG, which is a living and learning framework specifically for children in their kindergarten year (year before school). The Guideline provides information for planning, interacting with children, monitoring and assessing, and sharing information in kindergarten contexts. It is an approved framework in the National Quality Standard (NQF) and helps services meet the criteria for an approved kindergarten program.

The QKLG recognises that parents are children's first educators and the vital role parents, carers and family members play in children's lives and their ongoing learning. We operate **play-based programs** that cater to each individual child. Our program is designed around child-initiated experiences that are developmentally appropriate and are underscored by the philosophy of the QKLF. Supporting professional practice, Teachers create a quality kindergarten program where we draw together advice in the guideline with our professional knowledge and understanding about children's interests, ideas and intentions, and parent, family and community priorities and contexts.

Throughout this Kindergarten year, children's right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions. **A big focus of the QKLG is the importance of effective INTENTIONAL TEACHING**, where teachers take an active role in children's learning. Teachers invite children to share their experiences and ideas, identify opportunities to help children become involved in play, and build on interests and ideas that they observe.

The QKLG describes a set of five learning and development areas:

- **Children have a strong sense of identity**
- **Children are connected with and contribute to their world**
- **Children have a strong sense of wellbeing**
- **Children are confident and involved learners**
- **Children are effective communicators.**

Staff monitor children's learning through observation, supported by conversations and interactions with the child or children. We adopt a purposeful approach to observation that allows us to identify significant learning when it occurs and confirm that each child's learning is progressing across all areas of these learning and development areas. Observations of significant learning are identified in the learning and development areas. This documentation provides evidence of children's current knowledge, skills, and dispositions. It is also important that teachers confer with each child, their family and other partners throughout the year to support their overall understanding of the child.

**Play is the context for our learning because it:**

- Allows for the expression of personality and uniqueness
- Enhances dispositions such as curiosity and creativity
- Enables children to make connections between prior experiences and new learning
- Assists children to develop relationships and concepts
- Stimulates a sense of wellbeing

*(Belonging, being and becoming: The Early Years Learning Framework)*

*"Play is no longer a belief in early childhood. Play is a complex cognitive and social activity that supports children's brain development in all areas—physical, cognitive, social and emotional"*

*(By Rita: Kids Matter – Aust Early Childhood Mental Health Initiative).*

**For more understanding of our curriculum documents or educational program, please see our teachers and refer to communications throughout the year, via emails, newsletters, and kindy portal entries. The foyer "Parent Hub" offers a range of resources and you can add in topics that you might like further information about. There is a copy of the Qld Kindergarten Learning Guidelines in the foyer Parent Hub.**

## Section 4 – Administrative Information

### Enrolment Procedure

The timing of Enrolment offers may change from year to year but offers will generally have commenced by July of the year preceding commencement at Kindy. Of the children already attending the centre, those likely to be attending our Kindy for a 2<sup>nd</sup> consecutive year, will be given priority of placement offers.

If you have younger children remember to complete a waitlist form for them as all offers are made in accordance with both QKFS eligibility and waitlist order.

To accept our offer of enrolment, children must be **eligible** under the Queensland Kindergarten Funding (QKFS) regulations and those requirements are broadly:

- Children must be turning 4 by 30<sup>th</sup> June in the year they attend Kindy
- You must confirm that you will be nominating Kedron Heights Community Kindergarten (KHCK) to receive the QKFS funding on your child's behalf. (If your child is attending another approved kindergarten program on the days they are not with our Centre, you must nominate KHCK to receive the QKFS rebate on your child's behalf. Refer to the next section for further clarification.)

By satisfying these eligibility criteria in 2023, families are able to access the additional funding credits. These credits are provided by the QLD Government directly to Kindergartens, who then pass required amounts through to families, to reduce the out of pocket kindy costs.

### Attending more than one Kindy

The QLD Government funds kindergarten programs and **will strictly only fund your child to attend one kindergarten program in a year**. This is to help ensure that there are enough places available for all children to find a place at a kindergarten in the year prior to Prep. The QKFS funding scheme is vital for Kindergartens and most Kindergartens will require parents/carers to sign a declaration as part of their enrolment process to confirm their access to funding for children that attend their centre.

As we near the commencement of a kindy year, if we have vacancies available, we may consider enrolling QKFS ineligible children at our centre (this includes children below eligible age or children attending more than one kindy program and not nominating Kedron Heights to receive the QKFS subsidies on their child's behalf. However, these circumstances are rare and if we cannot access base subsidy funding for an ineligible kindy enrolment, the term fees payable on those ineligible kindy enrolments will be higher.

However, children can attend **standard child/day care** at a Child Care Centre on the days not attending an approved kindergarten program with us. Child/Day Care funding is provided by the Commonwealth Government through Child Care Subsidies and this differs from QLD Government funded Kindergarten programs. If the family nominates Kedron Heights Kindy to receive the QKFS funding on their child's behalf, the family will be eligible to any kindy funding credits to reduce out of pocket term fee costs. Families are encouraged to speak with the Financial Administrator if there are any queries on this.

### Accepting an Enrolment Offer

When accepting an offer of enrolment, parents or guardians are required to pay a non-refundable enrolment Confirmation fee of \$300 (which includes the \$150 Roster and Maintenance Security Bond; \$50 Association fee;

\$100 Administration fee) and return it together with an Enrolment Acceptance Form, and a Kedron Heights Community Kindergarten Membership form to indicate acceptance of the enrolment offer.

**The \$300 Enrolment Confirmation fee is non-refundable.** However, you may be eligible for a refund of the Maintenance Security Bond (i.e., \$150) at the end of your child's full year attendance with us, providing all fees and levies have been paid and your family maintenance (or approved Job's In Lieu) commitments have been fulfilled (see following section, Family Involvement). If your family's prescribed maintenance requirements are not completed, you will be ineligible for a refund of the Maintenance Security Bond, and it will be deemed as forfeited. In the case of any disputes or special circumstances, refunds of the \$150 Maintenance Security Bond will be at the discretion of the Executive Committee.

As this Centre is an Incorporated Body, an **Association Fee of \$50 is payable** per family attending Kindergarten and this fee is included as part of the \$300 Enrolment Confirmation fee. **This compulsory fee** entitles you to become a financial member, gives you voting rights at the Annual General Meeting and an opportunity to be elected to the Management Committee.

## Enrolment Immunisation Requirements 2023

We are committed to the health and well-being of children in our care, their families, and our staff and fully support Queensland's immunisation law. Under the updated immunisation regulations, approved early childhood education and care services can cancel, refuse, or place a condition on enrolment or attendance of children whose immunisations are not up to date. Refer to [health.qld.gov.au](http://health.qld.gov.au) for the Immunisation Schedule Queensland (this covers the standard childhood immunisations from birth to 4 years).

To process enrolment offers and barring our approval of a valid Immunisation Medical Exemption Form, we require written confirmation (copy of the child's up to date Immunisation History Statement) that children are immunised or on an immunisation catch up program.

Families can access their statement straight away using your [Medicare online account](#) through [myGov](#) or the [Express Plus Medicare mobile app](#). Alternatively, families can contact their vaccination provider to print an immunisation history statement. The IHS is also accessible by visiting a medicare office or calling the [AIR enquiries line](#).

Throughout attendance at Kedron Heights Community Kindergarten, we will also require an updated immunisation history statement once children pass each vaccination milestone as outlined in the Immunisation Schedule Queensland.

If your child's immunisation status is not up to date or covered by an approved Immunisation Medical Exemption Form, or if we do not receive an immunisation history statement from you, we may:

- Cancel your child's enrolment
- Refuse your child's attendance until proof of an up-to-date immunisation status is provided, or
- Impose another condition on your child's enrolment or attendance until proof of an up-to-date immunisation status is provided.

## Anti-Discrimination and Inclusion Policy

When children enter an Early Childhood setting, they bring a rich variety of cultural and social backgrounds and experiences. Our Centre recognises the individuality of each child and family and observes a policy of acceptance regardless of race, creed, gender, disability, life threatening allergy (e.g., anaphylaxis), class or culture.

## Inclusion of Children with Additional Needs

Parents/guardians of children with additional needs must inform centre staff that their child may require additional support when they place their child's name on the waiting list for the centre (or later should it become apparent that their child may require additional assistance).

We will ask families again to confirm whether their child may benefit from additional support for medical or other reasons when confirming an offer of enrolment. We also require children to attend the Kindy Play Date and any separately arranged meetings prior to the commencement of the Kindy year, to ensure can understand and prepare for the needs of all children in both groups for the year ahead. These meetings assist with the training of staff, sourcing of equipment, the preparation of staff rosters and the submission of funding applications to prior to the child commencing in the service.

## Fee Structure

### Enrolment Fee \$300

- The enrolment fee is payable when confirming your acceptance of our offer of enrolment.
- Prior to paying the enrolment fee, please ensure that you satisfy the enrolment eligibility criteria:
  - Your child must have turned 4 by 30<sup>th</sup> June in the year they attend Kindy
  - You must confirm that you will be nominating Kedron Heights Community Kindergarten to receive the QKFS rebate on your child's behalf.
- Our Enrolment Fee is non-refundable and secures a position at the Centre so that we can proceed to allocating a place for **your child in one of our groups. Once we have allocated your child to a group, we will be unable to make any refund** of the \$300 Enrolment Fee should you be unable to continue with or wish to withdraw your child's enrolment.
- The non-refundable enrolment fee includes:
  - Association Membership Fee of \$50
  - Administration fee of \$100
  - Maintenance Security Bond \$150 (you may be eligible for a return of this \$150 bond at the end of the kindy year subject to successful completion of maintenance rosters)

### Standard Term fees for 2023

Kindy funding for 2023 has changed and family out of pocket kindy term costs will depend on:

- Whether the child is QKFS eligible (ie turns 4 by 30 June in year of attendance and nominates our Kindy to receive the QKFS rebate on your child's behalf)
- Whether the family is eligible for Family Tax Benefit A or B
- Whether the family is eligible for Kindy Plus funding

The impact of these subsidies is best summarised as per below:

|  |                                  |  |
|--|----------------------------------|--|
| Standard term fee per child  | \$1,100 per term/per child       | Before any subsidies are applied   |
| Less: Base Subsidy   | (\$ 375) per term/per child      | All QKFS eligible children at our centre will be able to receive this subsidy to reduce the out-of-pocket cost                                   |
| <b>Net Standard term fee payable per child before additional subsidies</b> | <b>\$ 725 per term/per child</b> | This will be the term fee most families will pay unless they are eligible for Family Tax Benefit (A or B) or are eligible for another concession |

For families **eligible for Family Tax Benefit**, additional subsidies are available to reduce family out-of-pocket term fees:

|   |                                  |   |
|---|----------------------------------|---|
| Standard term fee per child   | \$1,100 per term/per child       | Before any subsidies are applied  |
| Less: Base Subsidy  | (\$ 375) per term/per child      | All kindy eligible children will receive this subsidy to reduce the out-of-pocket cost  |
| Less: Family Tax Benefit eligible subsidy                             | (\$ 511) per term/per child      | For families confirmed as eligible for Family Tax Benefit (either FTB A or FTB B)<br>This subsidy may be indexed by the QLD Government during the kindy year. |
| <b>Term fee payable per child if eligible to a FTB A or B subsidy</b> | <b>\$ 214 per term/per child</b> |   |

Families **eligible for Kindy Plus Subsidies\*** will have no out of pocket Kindy term fees.

\* Families that qualify for the Kindy Plus Subsidies, will meet one of these criteria (contact us if you have any queries)

- hold a current Australian Government Health Care Card (HCC) with the child named on the card
- hold a current Australian Government Pensioner Concession Card (automatic HCC entitlements)
- hold a Department of Veterans' Affairs Gold Card or White Card
- have formal communication from the relevant agency stating the intent to issue a Health Care Card
- have evidence of formal foster or kinship care arrangements
- identify as Aboriginal and/or Torres Strait Islander
- have three or more children, of the same age, enrolled in the same year
- have a child who is identified as living in a formal child protection out-of-home-care arrangement
- are a family and child who have entered Australia under the Australian Government's Refugee and Humanitarian Program, or is in the process of seeking asylum and holds a temporary [visa External link](#).

More information on kindy funding is available on the QLD Government Early Childhood website: [Kindy savings \(earlychildhood.qld.gov.au\)](http://Kindy_savings_earlychildhood.qld.gov.au)

Our standard term fees include the cost of all expenses related to resources, educational visitors/shows at the Centre, as well as the cost of the children to attend an external excursion. Children bring their own food for morning tea, lunch (and in the case of Group B, afternoon tea).

Fees are invoiced at the commencement of each term and are payable within 4 weeks unless other arrangements have been made to pay the term fees by fortnightly/monthly instalments. Please see the Financial Administrator if you would like to consider this option.

### **Parent and Maintenance Roster Security Bond refund at the completion of the Kindy year**

Family participation at our Centre enriches the experiences of our children and enables the Centre to save on regular grounds and maintenance expenditure.

The \$150 Security Bond is collected as part of your Enrolment Fee. At the end of the Kindy year, families who have successfully completed all required maintenance rosters or jobs in lieu and have no outstanding balances due to the Kindy, will be eligible for a return of their \$150 bond.

### **Late Child Pick Up Fees**

We are **not** able to offer childcare outside our program hours and require families to collect children by 2.50pm for Group A; 4.30pm for Group B. Outside program hours, staff have limited time to attend to end of day and new day preparation. As a result, late pick up times may attract Late Pick-Up fees (see below).

### **Tax Deductible Building Fund**

Our Centre has a tax-deductible building fund and welcomes tax deductible (if over \$2) voluntary contributions. Please contact our Kindergarten office on how you can contribute to our building fund.

## Continued enrolment and the payment of fees

- Fees are payable for enrolled children whether they attend Kindergarten or not. Absences, including those due to illness and public holidays, are not exempt from payment.
- When holidays are taken during the school term, the child's place in the group will be retained. Staff must be informed of the period of absence and fees must be prepaid.
- If you intend to withdraw your child from the Centre, four weeks' notice in writing (or four weeks fees paid in lieu) must be given to enable a replacement child to be enrolled without loss of income to the Association
- Enrolment or term fee payments are to be made by direct deposit and those details are listed below and on all invoices. Note, at the date of writing, we are unable to receive payments at the centre (i.e., no cash, credit card or EFTPOS facilities).
- Kedron Heights Community Kindergarten Bank Details
  - Bank: Suncorp BSB – 484 799
  - Account Number – 083472710

Whenever you are depositing money into the kindergarten's bank account, please use your last name as a reference, your group (A or B) and a brief description (e.g., Smith A shirts or Brown B Fees)

## Late Child Pick Up Fees

It is expected that children will be picked up from Kindy in enough time so that the staff can be locking the front door at 2:50pm (Group A) and 4:30 pm (Group B).

Whilst we understand that there may be occasional exceptional circumstances that might make a parent or carer run late, it is unacceptable for this to occur recurrently. We do need to ensure the staff are able to attend to all the required end of day jobs and plan for the day ahead in the limited time they have available each afternoon.

As such, the Committee will impose a financial penalty on families who are late picking up their children. This penalty is at the direction and discretion of the Executive Committee of the Kedron Heights Community Kindergarten. If a child is picked up **any** time in the first 15 minutes after the formal hours of operation - 2:51 pm – 3:15 pm (Group A) or 4:31 pm – 4:45 pm (Group B) – a penalty of \$25 will be imposed. For every minute after 3:15pm (Group A) or 4:45pm (Group B) there will be an additional charge of \$5 per minute.

Late Child Pick Up fees will be invoiced to the family and is due for payment within 14 days.

## Fee Collection Policy

- Term invoices are issued in week 1 or 2 of each term and are due for payment by EFT within 28 days
- Term fees can be paid by weekly/fortnightly instalments, but we just ask that the final instalment for the term to be made by week 8 of each term. Please email the Financial Administrator [kedronheightskindy@gmail.com](mailto:kedronheightskindy@gmail.com) to let us know if you would like to pay your term fees by instalment.
- Unfortunately, due to bank processing charges and availability of staff to take payment each day, we are not able to offer credit card or eftpos payment methods at the kindergarten.
- Other fees are due as invoiced (e.g., Enrolment Confirmation Fees as per enrolment offer; Late Collection Fees within 14 days of invoice). The due dates will be at the total discretion of the Executive Committee.
- In payment has not been received, a reminder will be sent by the Financial Administrator
- A late fee of \$20 may be incurred on fees not paid in full by the due date and for which no suitable alternative arrangement for payment has been made.

- If the fees remain unpaid, the Treasurer will contact the parent seeking immediate payment.
- Any parent suffering financial hardship should contact the Financial Administrator or the Treasurer prior to the due date of the invoice to negotiate payment arrangements.
- Where the Treasurer and the parent have negotiated an arrangement, confirmation in writing will be given to the parent. If any part of the arrangement is defaulted, the Treasurer is to advise the Executive of the Management Committee to determine further action.
- If the Executive and the family cannot reach a suitable arrangement, it is deemed that the family no longer wishes to be part of the Centre and the position may be offered to another family
- Families will be ineligible for any refund of the Maintenance/Parent Roster Levy at the end of the kindy year if any of their fees remaining outstanding to the centre or roster commitments have not been met.
- Any outstanding fees due and payable to the Centre will be actively pursued by appropriate measures.

## Insurance

Kedron Heights Community Kindergarten holds insurance with Guild Insurance Co. – Policy No P00115331 valid 1/7/2022 to 1/7/2023. We have liability to cover the following:

Public Liability \$20M  
Product Liability \$20M

Professional Indemnities (Breach of Professional Duty) \$20M  
Buildings – replacement cost

## Fundraising

Community Kindergartens are operated by community-based non-profit associations. The Qld Government provides funding (QKFS) that generally only covers half of the operating costs of the average kindergarten. Term fees and fundraising then make up the balance of income required to cover operating costs and provide for maintenance/replacement of our buildings and equipment. Fundraising opportunities organised by the Management Committee will include events that both raise funds and provide social opportunities for families to be a part of (e.g., sausage sizzles, morning teas, raffles, art show).

We appreciate family support with fundraising and there will also be other general events organised by the Management Committee for both children and adults to participate in and get to know one another socially.

**Our major fundraiser in past years has been our annual Art Show.** COVID restrictions hindered the format of this event in 2020 and 2021 but in 2022, we celebrated the event' return. This is a wonderful opportunity for the children to showcase their art projects, as well as the opportunity for family social engagement.

## Media Involvement

Kedron Heights Community Kindergarten recognises the need to protect the privacy of children and their families with regards to publicity/media involvement in the Centre. As a result, we advise parents that children's photographs and/or first names may be used in promotional material from time to time (e.g., in the local newspaper, website, closed Facebook site or on television) or, alternatively, in photographic/video material taken by staff or parents of children at the Centre. Parents will always be notified if staff seek to use their child's photo in a public medium, prior to it being used.

We recommend parents and family members only take photos or videos of their own child unless permission has been granted prior. **Please remember, photos or videos are for private use only and are not to be shared/distributed/emailed to others/publicly/via social media if they include children other than your own.** Within your child's enrolment forms, parents will be asked to sign a Media Declaration indicating whether they agree to their child being photographed and/or place restrictions on use of photos.

## Section 5 – Family Involvement

Our Centre recognises the important role played by parents/caregivers in the education of their children and values parent participation and involvement on a variety of levels, e.g., sharing skills, interests, and cultural experiences in the educational program, attending parent meetings and social functions, participating in working bees and becoming involved at Management Committee level.

**A parent education night is held each year**, usually mid-year, in which professionals are invited to empower and inspire families and educators with strategies, information and knowledge. Specialists include, but are not limited to, Speech Pathologists, Occupational Therapists, Paediatric Dieticians, or school readiness professionals.

### Maintenance Rosters and Working Bees

To be eligible for a return of your Maintenance Bond, families are asked to:

- Complete **one weekend** from our **Weekend Maintenance Roster** (you may come in either the Saturday or Sunday one weekend per year) to complete a general yard tidy up; **and**
- Complete **one of our Kindy Community Working Bees** to attend during the year

#### Weekend Maintenance Roster

The **Weekend Maintenance Roster** will be placed in the foyer showing the available dates. You are asked to select one date in the Kindy year that is suitable for your family.

For the Weekend Maintenance Roster, we only have one family per weekend. The jobs done on the weekend include basic leaf and sand blowing, pick up any branches that may have fallen etc. You will be given a list of things to do, and it should need only an hour of your time. As you are the only family on site, you are welcome to bring your children (under your supervision) to the Weekend Maintenance Roster. It doesn't need to be perfect but anything you can do so we have the yard ready for another week of kindy play is greatly appreciated.

Prior to your scheduled Weekend Maintenance Roster, you will be issued a **code for the key box** located on the wall near the gates leading to our back playground (near the office). The key will give you access to the playground and the shed that contains some garden maintenance equipment including the battery powered blower. If you have your own leaf blower, feel free to use your own. You will also receive a **list of the yard jobs** and a guide to safe lifting. There are also copies of **WHS Acknowledgement to sign** and return to Kindy if you haven't already done so.

Once you have completed your Weekend Maintenance Roster, there is a notebook in the shed where you can make any notes (e.g., something you noticed that needs fixing). You then return the keys to the key box. If you are unable to complete your weekend yard clean due to weather or other reasons, please drop your teacher an email or ask for alternate duties.

#### Kindy Community Working Bees

The kindergarten employs a contractor to mow, whipper snip and maintain the playground and footpath grassed areas. However, the Maintenance Officers co-ordinate scheduled working bees to undertake other general maintenance tasks to keep our Kindy in wonderful condition for the children.

Like the Weekend Maintenance Roster, parents are to ensure that they sign in and out when attending any Working Bees. **As we have power tools, ladders, and other equipment at working bees, it is not possible for ANY children to accompany adults during working bees.**



### **Other Jobs in Lieu**

We acknowledge that your time is precious and everyone in the Kindy community benefits from time you can give to our weekend maintenance rosters, working bees or assisting our Maintenance Officers with other tasks done outside working bees.

To cater for the families who may struggle to make working bees and parent rosters, we have a variety of other jobs (big and small) that may contribute to a refund of the maintenance levy at the end of the year:

- Hedge Trimming – Ensuring hedges out the front of kindy are well maintained and trimmed.
- Book Inventory – adding any new books into our book inventory; checking books are displayed in right order
- Contacting books
- Fixing broken toys and furniture
- Painting or varnishing outdoor equipment
- Painting
- Other Jobs in Lieu

Please let staff know if you can help with any of these jobs, or if you will find it a struggle to make maintenance or community working bees.

## **Parent Rosters**

“Parent rosters” are not required for the return of your Maintenance Bond, but the value of these days to staff and the children are always greatly appreciated. Parent rosters commence for the year, generally start around week 6 of term 1 to allow children to settle in first. The availability and format of any roster days will be guided by any relevant COVID or other health protocols in place throughout the year.

Parent rosters are days when a parent/carer rosters to spend the day at Kindy. Whilst on roster, we appreciate help with some simple tasks involved in the kindy day, **e.g.**, setting up, washing paints, preparing collage materials. However, Parent Rosters are also for you to be able to spend time with your child engaging in kindy activities throughout the day. If you have a special skill or interest (**e.g.**, playing a musical instrument, cooking, pottery, etc.), please feel free to share it on roster days with the children. On your roster day, you may like to stay until lunch time and take your child home with you then or you may only be able to stay part of the day. We are appreciative of whatever time you can give.

The Parent Roster Calendar is in the foyer. Please sign your name next to those dates that are convenient. Rostered times ensure that there are a comfortable number of adults in the Centre at any one time. **For WH&S reasons roster parents must sign in/out in the visitor book which is located on the foyer sign on desk and be feeling well.**

If you can make alternate care arrangements for younger siblings for your roster days, it does allow you to devote your full attention to your child for the day at Kindy. However, we understand this may be difficult, so your younger brothers and sisters are welcome to come along on roster and remain under YOUR responsibility.

We welcome grandparents and other extended family members. Blue Card Services outlines the conditions of when Blue Cards are required but providing grandparents or other extended family members volunteer with children less than 7 days in a calendar year and are not a restricted person, a blue card is not required. Blue Card Services has more information on these requirements. [Individuals requiring a blue card to work or volunteer with children | Your rights, crime and the law | Queensland Government \(www.qld.gov.au\)](https://www.qld.gov.au/individuals/requirements/blue-card-to-work-or-volunteer-with-children) A calendar year starts from 1 January and ends on 31 December. A ‘day’ is for any period of time on 1 day, irrespective of whether it is a full day or part day. You cannot rely on the frequency test if you are a [restricted person](#) or a running a business.

We would be happy to discuss this if you have any queries. Please note, parents or legal guardian/carers of the children attending our Kindergarten do not require a Blue Card to attend rosters or excursions.

Please note that parents/guardians or grandparents/extended family members with a prohibition notice or prior conviction for an offence involving children must not volunteer their services at the Centre, likewise volunteers including roster parents must not be impaired by alcohol or drugs (including prescription medication).

## Other ways families can help the Kindy

### **Laundry**

Each family is asked to help with the Kindy laundry for their group throughout the year. Each week, one family takes washing home and returns it the following week, on their first kindy day. With 22 families in each group, families should generally only need to help with this twice in the year.

### **Social/Fundraising Assistance**

During the year, we will be offering lots of opportunities for families to get to know the Centre, the staff and each other. Some of these occasions have changed throughout COVID restrictions but we aim to include:

- Welcome Sausage Sizzle
- Family Picnic
- Open Day
- Family Sports Day
- Grandparents/Special Friends' Morning
- End of Year Events
- Art Show

We often call for assistance with some of these events.

### **Providing collage materials/loose Items**

We love any donations of materials that we can use at the centre including items such as wool, bottle tops, cardboard, fabric scraps, plastic containers, cardboard boxes, wrapping paper and gift cards, ribbon, wood off-cuts for our carpentry table etc. (no Styrofoam pieces, or toilet rolls, thank you). Egg carton donations or other food product boxes are acceptable; however, this will depend on any possible **e.g.**, allergies within the groups.

We are always after donations of paper of varying sizes. Sticky Velcro tape (hook only) are always very much appreciated as well. Alternatively, we are always **seeking large and small items suitable for "loose play" and open-ended play** e. g tyres, crates, boxes, cable reels, etc. as well as **natural resources** – shells, logs, wood etc.

## Section 6 – Communication

### Parent/Teacher Communication

Parents are encouraged to speak with their child's teacher about their child's progress, or any concerns they may have. Open communication between parents and staff facilitates positive home/kindergarten relationships based on trust and positive co-operation.

Where discussion is needed, please make an appointment to speak with the teacher outside of session times rather than to take the teacher's attention away from the children. This also gives the teacher the opportunity to refer to developmental records and observations in discussing any concerns. Staff provide times for parent/teacher interviews early in the year and in term 3. Apart from face-to-face communication, staff are contactable via email and will respond to you as soon as they are able to. Kindy Portal also provides a great opportunity for parent teacher communication (see next section).

### Kindy Portal

Kindy Portal is an online portfolio resource documenting each child's adventures at kindy. Parents can securely login to view photos and anecdotes of their child's day/week, learn how each activity relates to the QKLG, and to communicate with teachers. More information about Kindy Portal will be communicated early in the year.

### Parent Feedback/Suggestions

A locked box is located on the wall in the foyer for families to jot down any ideas or give feedback to staff. This box is also for any administrative items. A Family Survey will also be circulated in term 3 or 4.

### Behaviour Management

Staff with input from families and committee, implemented a comprehensive Behaviour Guidance Plan in 2015, in which the dignity and the rights of the child is always respected.

Positive guidance is used to assist a child to substitute appropriate behaviour for inappropriate behaviour. Child management techniques used at Kedron Heights Community Kindergarten do not include physical, verbal, or emotional punishment. In the event of ongoing behaviour issues staff will consult with families. If needed, staff will consult with family and other professionals who can provide specialised support in this area.

#### Behaviour Guidance Plan

**As Educators, we take a positive, collaborative approach to behaviour. We acknowledge that children will require different levels of support and guidance and as educators we make necessary adaptations to enable all children equal access to learning and participation. We value our role and partnership with families, engaging and collaborating with them regarding their child's behaviour. We have a commitment to advocate for and support each individual child's special rights (Kedron Heights Centre Philosophy).**

**At Kedron Heights Community Kindergarten, we do this by:**

- ensuring that our **centre philosophy** guides all our interactions with the children and families
- developing quality **connections** with children, in which they always feel safe and secure

- developing realistic rules and goals **with** the children
- **respecting** the knowledge, experiences, culture, and language each child and their family brings.
- **involving the children** in discussions and supporting them to make choices which meet their needs.
- keeping **open communication** with families around culture and child rearing practices
- **collaborating with families** about behaviours or any concerns we observe at the service, or they experience.
- **identifying and responding sensitively** to children's behaviour, understanding that there may be a variety of reasons or circumstances affecting them
- **engaging** regularly with colleagues, Gowrie advisors, other professionals, as well as accessing professional development opportunities for our **own guidance, support, and wellbeing.**
- ensuring our expectations are **clear, consistent, and realistic**

#### **Working with Families we:**

- maintain **open communication** and talk regularly with families about their child, valuing their immense experience, strategies and knowledge and providing support where necessary. We aim to **work in partnership** by having a welcoming, respectful environment which supports open and honest communication with families (Kedron Heights Philosophy)
- **recommend outside agencies** that can provide child and family support, if appropriate. These include Positive Parenting Program (PPP), Management of Young Children Program, Kids Matter Programs, Be You Programs, resources including 13HEALTH, Parent help line and Raising Children, as well as specialists including Occupational Therapists, Speech and Language Pathologists and Child Psychologists. As families have different circumstances, it is important that a variety of resources are open and accessible to their needs.
- **develop individual strategies** to support children with additional learning or behavioural needs, including developing Individual Education Plans.

In some cases, we may need to look at the capacity of the program to meet the needs of individual children within the group, **e.g.**, if needed, and in the best interests of all the children, we may need to look at the hours of attendance for children requiring additional learning or behaviour support.

#### **Working with the Children we:**

- acknowledge with them the **range of emotions** they can feel in a day, and strategies of how to express these appropriately
- always acknowledge the importance of emotional health and wellbeing, and that children can react differently to different circumstances.
- help them develop their **own strategies for self-regulation**, such as breathing exercises, quiet spaces, mindfulness techniques, reading books, music experiences, emotion posters, talking with the teachers etc.
- **embed a variety of experiences** throughout the day that foster discussions, reflections, and role-playing
- **acknowledge the children's efforts** and the positive behaviour we see
- **encourage responsibility**, so they begin to learn about consequences.
- **communicate appropriately**, getting down to their level where possible when engaging with them.
- **develop rules for safe play**, including risk assessments with them, thereby empowering them to be involved in the process
- **model** our expectations for children, using language that positively reinforces the behaviour, **e.g.**, We walk inside; Thank you for being a helpful friend
- **role-play** with them desirable behaviours and strategies for social situations, and empower them to think of positive choices for various scenarios
- remind them of what the **group's expectations** are, encouraging them to make the appropriate choice.
- **discuss upcoming changes to the routine**, so they can learn to problem solve, manage feelings early and feel included in making choices
- **understand that they are only young and will experience a variety of emotions and challenging situations, and that it is important they have a trusting adult to help them through these situations.** Steps may include:

- redirecting them to something else or if they need some space to take some time out or to do something quiet
- helping them develop and use their **own strategies** for regulating their emotions
- **showing connection and empathy** in all interactions, letting the children know that we understand how they are feeling, but the choices they made may not be appropriate or acceptable
- ensuring the child (and others) are always **safe**
- **sharing with parents/carers** the events of the day, ensuring they are always part of the collaborative process.

*References: Kedron Heights Community Kindergarten Philosophy and Support Inclusion Plan; Behavioural Guidance Policy (Gowrie) and supporting documents including Supporting Children to Regulate their own Behaviour (ACECQA); Relationships with Children (ACECQA) Self-Regulation – The Early Years (Dr Stuart Shanker); Be You Learning*

**Reviewed with staff and committee: July 2022**

**Next review due: July 2023 or as required**

## Concerns and Complaints (Grievance Procedure)

If a parent has a concern or complaint, they should first talk respectfully with the person directly involved with the grievance.

- If you have any concerns relating to the care of your child, a staff member, another child, please see the Teachers – Judith Aitken or Kathy O’Sullivan.
- If you have concerns relating to financial matters, please contact the Financial Administrator, Leanne.
- If you have concerns relating to the running of the Centre, please contact our Management Committee President.
- Parents and children will not be discriminated against or suffer any repercussions if they make a complaint.
- The complainant will be advised how the complaint has been addressed and the progress of the resolutions.
- Parents who have complained against a staff member will be advised the staff member’s response. Staff will be entitled to representation under the applicable award and will have their rights always protected.
- The rights of all in the Centre are respected and no visitor or parent/s may reprimand staff or other children.
- We hope that all concerns of parents can be satisfactorily met, however, if you are unhappy with the result of the complaint managing you should approach Gowrie, identifying yourself and the concern you have.
- The Gowrie can be contacted on 07 3252 2667 and our Early Childhood Education & Care Coordinator details are on display in the office.
- After discussion with the parent, nominated supervisor, management committee and person whom the complaint is made against, the Gowrie Early Childhood Education & Care Coordinator will investigate the complaint focusing on the issue of concern.
- Finally, if a parent is not happy about the resolution of their complaint, they may contact the Early Childhood Officer, Early Childhood Education and Care in their local area. (Metro City Regional Office – 07 3028 8064) [metrocity.ecec@qed.qld.gov.au](mailto:metrocity.ecec@qed.qld.gov.au)

## Parent Responsibilities

It is the parent’s responsibility to notify the child’s teacher regarding changes in information recorded about a child. Staff require current information as to emergency contact numbers, changes in family arrangements,

custodial rights of both parents - any changes that may impact on the child's behaviour. Parents must indicate who has day to day responsibility for the child and a copy of any relevant court orders or parenting plans must be provided (where applicable).

It is the parent's responsibility to read all the information relating to the Centre to be familiar with policy information. This information includes the Centre Handbook, periodical newsletters, centre emails, parent notices in foyer pockets and the Centre noticeboards. Additional notices stating current information about groups and staffing are on display at the Centre. All Gowrie Kindergarten policies are available for perusal.

It is the parent's responsibility to comply with relevant health, hygiene, and safety policies of the Centre and to participate in the Centre's activities.

**Please note, once Parents/Caregivers have arrived at the centre in the afternoon to pick up their child and their child has come to them, parents and caregivers are then responsible for their child and/or siblings. Staff appreciate assistance in the supervision of their child during this time.**

## Social Media and Facebook

Kedron Heights Community Kindergarten is a part of the Facebook and Instagram communities, as we feel this can be a valuable source of knowledge and information sharing for our community. **Parents, other family members, committee members or staff are not required to "like" these social media pages nor comment or have any personal affiliation with it. Engagement is completely optional.**

Families and staff have access to:

1. **Our Business Facebook and Instagram pages** (Kedron Heights Community Kindergarten)  
These business pages provide a public presence allowing the Kindy to engage with current and future parents and the wider community.
2. **Our private closed Facebook Group** (e.g., Kedron Heights Kindy Parents <2023>)  
The private closed Facebook group is open only to current parents/carers and staff of Kedron Heights Community Kindergarten. It enables easy communication between parents and groups regarding upcoming Kindy events, community insights and related questions.

Our Facebook guidelines are outlined as follows:

### 1. **Business Facebook and Instagram Pages:**

The business Facebook and Instagram pages are managed by Administrators (Committee Members) and open to anyone in the community to post. Administrators reserve the right to remove any posts, photos or comments decided to be not appropriate or offensive to any member of the community.

Anyone on Facebook or Instagram can "like/follow" the Kindy Pages and be kept informed of events and important notices. This will enable parents of the Kindy to "share" events and news easily with their own communities.

#### 1.1 **Administration**

Administrator(s) of the Facebook and Instagram pages will be appointed annually at the AGM or at a subsequent Committee Meeting as required.

The Facebook page will require regular monitoring. This will be done by the Administrator/s at a minimum of 3 x weekly.

It is recommended to have at least 2 administrators

#### 1.2 **Inappropriate behaviour/ Monitoring abuse**

The administrator can remove posts and report abuse.

If inappropriate use is from a member of the Kindy, actions can include a courtesy phone call before any action taken.

**Trolls** – do not respond to trolls, it is recommended that they are blocked, and the abuse reported via Facebook or Instagram

### **1.3 Using the Facebook and Instagram Pages – Guidelines**

#### **Posts**

The Facebook and Instagram pages are like having a website and should be treated as a professional communication tool rather used for sharing of personal information or opinions.

Administrators reserve the right to remove any posts, photos or comments decided to be not appropriate or offensive to any member of the community.

Administrators will not “tag” individual profiles in any of the Posts

#### **Events**

Only administrators can create an event on the page. Anyone can share these events with their Facebook or Instagram community

#### **Comments**

All comments can be seen publicly

Administrators will not “tag” individual profiles in any of the comments or updates

#### **Photos**

Any photos of children will be discreet, for example backs of heads, or faces obscured.

If a parent uploads a picture of their own child is recommended this policy be followed.

Please do not upload pictures of others’ children without prior consent.

There may be instances where children are seen clearly in a picture, for example if posing with a public figure. In these instances, consent will be requested from the parent(s) of the concerned children.

Administrators will not “tag” individual profiles in any of the photos published.

If at any time, you wish to have a picture removed or changed, even when prior consent has been given, please contact your committee or Administrator (if known) and it will be actioned as soon as possible.

Policies from our governing body are available for further information and recommendations.

**We recommend that all parents who “like” or comment on a public page check their own profile privacy settings. The Administrators of our social media pages cannot control who accesses or views these comments and who clicks through to the personal page of anyone commenting on the social media page.**

## **2. Private Closed Facebook Group**

- This is our community group, a private space where only members can see and complete posts. A Closed Facebook Group will be created each year for current parents Kindy
- Anyone can see/find this group name and who is in it. A person will need to request to be accepted to the group. Only members of the group will see posts, photos, questions.
- It is recommended that when requesting to join the group qualifying yourself as a parent, you send this as a Private Message.
- It is recommended you remove yourself from the group when you no longer wish to receive notifications or messages from the group.
- Please remember that your previous posts and shared information will remain accessible to the Group.
- Please note that you as a parent, teacher, committee, or staff member are not required to join the Closed Facebook Group or have any personal affiliation with it.

### **2.1 Administrators**

- An Administrator is the person who created the group There can be more than one Administrator to help with the workload and other commitments. It is recommended to have a minimum of 2 administrators
- A committee member/s should be nominated to be the Facebook Administrator/s. This position is responsible for group settings, members joining the group and monitoring the page (posts, photos, comments etc).
- Only administrators can remove abusive posts and remove or ban members.

## 2.2 Members joining a group

- To join a group, members can search for the group and click 'Ask to Join Group' at the upper right side of the group's page. Members can also be added to the group by an existing member.
- The Facebook Administrator is required to approval new members to the group.
- Kindy Administrator or Secretary can provide the Facebook administrator an updated membership list as required to assist with approving new Facebook members.

## 2.3 Inappropriate behaviour/monitoring abuse

- All members on Facebook and Instagram must comply with their respective community standards which include standards on violence, threats, self-harm, bullying, harassment, hate speech, graphic content, nudity, IP, and spam. Details can be found here: <https://www.facebook.com/communitystandards/InstagramCommunityGuidelinesFAQs>
- Only administrators can remove abusive posts and remove or ban members.
- If a member posts an item, post, comment, or photo that is considered inappropriate, the administrator can remove the post/comment/photo.
- A member can advise the administrator if they have any concerns.
- Consistent inappropriate behaviour. Administrator to discuss with the President/Executive Committee to determine whether it is appropriate to remove the member from the Facebook group. Actions can include a courtesy phone call before any action is taken.

## 2.4 Using the closed Facebook Groups - Guidelines

Once a member of the group, you may:

- Write a post
- Add a photo or video
- Ask a question

Appropriate content includes:

- Support, advice, questions, and friendship from other Kindy families
- Sharing thoughts, ideas
- Sharing photos and videos that are Kindy event specific
- Advertise local Kindy events and fundraising

### 2.4.1 Posts

- All members can write a post and comment on a post.
- Members may share items of interest that they are not financially related to (i.e., baby sales, family events coming up – local fetes etc).

### 2.4.2 Create an event

- Usually, only committee members and Teachers will create events within the Facebook group. Events include working bees, social gatherings, fundraising events, information nights.

### 2.4.3 Ask a question

- Questions or polls may be posted in the group. Only members can see the question and vote on an answer.



- You may like a recommendation on child activity or class
- You could share recommendation for a family friendly holiday/venue.
- Ask your committee a question

#### 2.4.4 Photos

- Members may post appropriate photos and videos.
- Whilst this is a private Facebook group, some people may wish photos to not be shared of their children. Please respect their privacy and check with relevant parents before posting photos.
- If you would like a photo to be removed, please contact the Administrator or person who added the photo.

This will be your community hub, use it to engage and interact with all our members how you feel comfortable. It should always be an inclusive environment. If you feel something is not appropriate or are uncomfortable with a Facebook conversation or Instagram post, please contact the Administrator as soon as possible.

### Parent Resources

We have several parent resources available

- Parent Resource Library of books available for borrowing – located in the Foyer
- Articles of interest displayed in Foyer
- Articles, Professional Resources shared through the Facebook Community and via Kindy Portal
- Resources, Community Displays in Foyer
- Parent Education Night, generally held annually Term 2

## Section 7 – About the day at Kindy

### Term Focus/Daily Program Guide

Prior to each new term, teachers will email out to families a comprehensive **term focus** outlining goals for the term, as well as a **daily program guide**. These will be located on our kindy information wall in the playroom throughout the year as well.

The program guide is very approximate and flexible, and the times can vary daily depending on the interests and energy level of the group, as well as between Groups A and B. The timetable changes as the year progresses.

### Arrival and Departure

It is required that children be brought to the Centre and be collected by a responsible adult of at least eighteen years of age.

Children should not be left at the centre before the groups' designated opening time (i.e., 8.40am (Group A) and 8.30am (Group B) and are to be picked up no later than 2.50pm (Group A) and 4.30pm (Group B). Whilst the staff are at the Centre outside these hours, adequate preparation time is imperative for the implementation of a sound educational program. During this time, the teachers prepare the environment, maintain their written program and administrative records, conduct staff meetings and much more. Parents' co-operation is sought in keeping to the session times.

## Arrival/Settling your child

Play/Orientation Days for Groups A and B (in November prior to your child starting) enable us to all to get to know each other and most importantly give the children time to get to know the centre and have a play before the Kindy year commences.

Some other general tips:

- Before your child's first day, talk about all the fun of Kindy. Make it casual. Walk past the Centre when the children are playing outside, or picture all the fun that can be had inside the fences and walls during the holidays.
- Plan your morning so you don't have to rush in and out of the Centre. The first month (or longer) can seem rather overwhelming at first for children and parents alike. Your child may be hesitant and tearful when saying goodbye to you and this may continue for some weeks. Do not despair! This is quite natural, especially if your child is not used to being away from you. You can help your child settle more easily by following the advice given by your child's teacher and we can offer some strategies for separation if required.
- Don't "slip away" when they are engrossed in something. Always tell your child that you are going and when you will return. By prolonging your farewell, your child will sense your hesitation and become even clingier. Be prompt in returning to collect your child and try not to bombard them with questions. A young child generally is unable to give a detailed account of the day but will give you unrelated snippets of what was of interest to them.

Some children take to kindergarten like "ducks to water", others take months to settle. Usually within a short time, the children have settled into the familiar routine of kindergarten and can hardly wait for their kindy days to come around each week.

It is a requirement that your child is signed in and out each day in the sign in book in the foyer. **This is a Legislative requirement and needs to be done every day.**

**When departing, the parent should ensure that staff are aware that they are leaving.** Staff must be informed if an adult other than the custodial parent will be collecting the child. In the enrolment documentation families are asked to nominate persons with authority to collect their child. Gowrie policy prescribes if at any time during the year changes are to be made to these arrangements, the centre is to be advised in writing and via Storypark Manage when that platform is available. Any person a family has nominated as being authorised to collect a child on their behalf will be required to provide their details to the Centre for identification purposes.

## Group B Afternoon Pick-Up Routine

**Due to the later finish of Group B and as the children's safety is the highest priority, staff have adapted the routine to ensure the safety of the children and the minimisation of disruptions involved in staff opening and closing the front doors.**

- At 2.30pm, the front external doors are opened, and the internal sliding door remains closed and latched from the inside. This allows staff to stay with the children uninterrupted while outside and gives them the peace of mind knowing that the children are unable to access the foyer and front area.
- The gate leading to the playground (near the shed) is unlocked.
- Between 2.30pm and 4.00pm, if any parents are arriving to collect their children, they sign out firstly and check notices in the foyer. Parents can then access the playground via the gate leading to the playground. Departure is via this gate as well.
- The children's bags will be brought in earlier in the day and closer to the end of the Kindy day, are placed on "Bag Mountain" (eg on the grass hill) or near the glass doors inside if there are adverse weather conditions. This ensures easy access for the children and family members.

## Supervision of Siblings

Parents and caregivers have responsibility and are to maintain adequate supervision of their non-kindergarten children at drop-off and pick-up times, particularly on and around the playground equipment. Parents are to ensure siblings, adhere to the rules of kindergarten, particularly role-playing safe play for the younger children.

## Toys

We prefer that children don't bring toys (except for a soft toy at rest time) as they often get lost or broken. There are plenty of developmentally appropriate resources at the Centre.

## Wet/Soiled Clothes

If your child has a toileting accident, or their clothes get wet/muddy during play, these clothes will be placed in a named bag out of the child's reach for safety and hygiene reasons. **Families are to supply a named waterproof bag to be kept in the child's bag (not a plastic bag), as well as at least two sets of spare clothes.**

- Teachers will place soiled clothes from toileting accidents in the blue bucket on the shelf in the children's bathroom.
- Clothes that are wet or dirty from water, paint or mud play will be stored in a waterproof bag in the cane basket just below the first aid cupboard in the hallway.

A special label will be attached to your child's bag at pick up time to alert you that there are clothes to be collected, as well as an indication on the sign-in sheet.

## Rest/Relaxation Time

Kedron Heights Community Kindergarten Standard Rest Procedure:

- Children are allowed time to settle while quiet relaxation music is playing and can choose a book to read. The teacher will remind children of relaxation strategies.
- Story/relaxation music is played for children to listen to whilst lying on their beds.
- Once those children who regularly sleep have gone to sleep, children who are awake may choose a book or another quiet activity to do by themselves on their bed.

Staff are aware that individual children have different needs and work with the families to understand the children's rest and sleep needs. The needs of the children vary from the beginning to the end of the year, which we also take into consideration.

## Birthdays or other cultural celebrations

Your child is welcome to celebrate their birthday with the group (or any other special or cultural event) and cupcakes or ice blocks are easy for sharing with friends. When sending food for the whole class, please discuss with staff to ensure all children's allergies are catered for. We welcome any opportunities for families to share special cultural events, celebrations, or beliefs with staff.

## Children's Book Library

We have a Children's Book Library holding an extensive range of fiction and non-fiction books for the children to borrow and read at home. A note will go home about this early in term 1.

## Visiting Entertainers

Community groups and professional entertainers visit our Centre throughout the year where practical and possible to enhance the children's interests, knowledge, and experiences.

## Excursions

An excursion for both groups is usually planned once in the year, usually late term 2, to cater to the children's interests and extend on their learning. Alternatively, the groups may decide to have an incursion to the centre instead of an excursion, depending on the children's needs and interests at the time. As the children's needs vary between the two groups, the choices between an incursion or excursion will be up to the staff of the two groups. Additionally, both groups participate in a half day excursion to one of our local primary schools in November as part of our transition to school program.

All excursions require a comprehensive risk assessment completed by staff and approved by committee prior to the excursion date. Families will be able to access the risk assessment prior to the excursion. Seatbelt equipped buses are hired to transport children, staff, and parents, except to the local school in which we will walk. Excursions will only be able to occur if we meet the adult supervisory requirement as determined by the risk assessment. Risk assessments will determine the suitable clothing requirements for the day. An up-to-date record of emergency contacts and a first aid kit accompanies us when we leave the centre.

Individual excursion information notices will be sent to all parents prior to every excursion. Information will include time of departure and proposed time of arrival, mode of travel and safety restraints used, destination and the adult/child ratio. Permission slips for each excursion must be signed by the parent prior to departure.

## Nature Play at our Local Park and Magic Forest

At Kedron Heights Community Kindergarten, we are blessed with our beautiful, natural play space in which the children can explore, discover, and connect with. To further develop the children's love for outdoor nature play, including unstructured play, both groups are given the opportunity to make spontaneous visits **across Batten St to Bradbury Park**, providing the children with opportunities to expand their large muscle play, be immersed in nature and the environment, and develop the important skills of responsibility, taking safe risks, developing creativity and imagination, and developing skills of initiative and independence.

Parent permission is sought at the beginning of the year and where parents are willing, a yearly authorisation permission form is filled out. A risk assessment will be available for parents which ensures that staff have investigated all possible scenarios and challenges, including adequate supervision and safety precautions. **Staff communicate to families in advance** when a park visit is planned and will require a small number of parents/caregivers to assist with supervision depending on the activities and type of visit chosen.

## Importance of outdoor play and the natural environment

**At Kedron Heights Community Kindergarten, we believe in the importance of unstructured nature play, and are very fortunate to experience quality outdoor learning every day at kindy.**

**Outdoor learning has a positive impact for teachers and educators** on our practice, health and wellbeing, professional development, job satisfaction and more. Learning outdoors supports curriculum delivery and an increased interest in learning which in turn achieves greater learning through improved engagement.

**Outdoor learning has positive impacts for children** - it works on their intrinsic motivation for learning, provides enjoyable experiences, increases creativity, and activates thinking outside the box. It also improves children's health and wellbeing, social skills, and behaviour, and furthermore has been proven to encourage better attendance, teamwork and to reduce bullying.

And of course, it promotes a love of healthy nature play for themselves which also resonates through their community. Let's not forget, play is the work of children! **In fact, it's vital for the learning of life skills, such as resilience, teamwork, healthy risk taking, creativity, and simply for harnessing the joy and wonder of childhood.** High quality out-of-classroom learning influences how children behave and the lifestyle choices they make (Peacock, 2006).

We provide the children with a wide array of natural resources – grass, trees, bark, dirt, mud, sand, stones, and rocks. We also provide many opportunities inside for the children to interact with natural resources, **e.g.,** stones, pebbles, shells, wood, pinecones etc. These open-ended resources act as provocations for the children's creativity and imagination.

## **Barefoot play is encouraged**

The Centre recognises the benefits of barefoot play for children's safety, growth, and the development of sensory awareness. Shoes are a hazard in outdoor play areas. Nerve endings in the feet can sense the variety of textures. Bare feet can grip climbing equipment and promote more effective balance and control, particularly during music sessions or when climbing. As an additional benefit, noise levels may be reduced indoors when shoes are removed.

Children are encouraged to remove and replace shoes themselves, thereby encouraging independence. Each child has their own individual hat and shoe locker located in the playroom in which they can store their hats and shoes. Parents are encouraged to speak to staff if they have concerns about their child not wearing shoes.

## **Sustainability**

This Centre actively promotes conservation and encourages children and families to protect the environment. Native animals and insects are treated with care and respect and are allowed to remain free whilst appropriate observation for children's information is made. Sustainable practices such as recycling, eco efficiency and water conservation are embedded in daily routines and practices, through water tanks, vegetable gardens, solar panelling, worm farms, and waste and recycling bins.

The planting of trees and shrubs indigenous to a particular area is carried out on a regular basis to give effective shade and to provide habitat for birds and other wildlife. Advice is sought about the toxicity of plants to make sure the plants are non-toxic and non-irritant. "Plants and Fungi Poisonous to People in Queensland" (2006) is used as a reference. We aim to minimise poisonous plants and have a risk assessment completed and located at the centre.

Recycling of clean paper products, glass, aluminium, and plastics is encouraged. Food scraps are composted, and care of the environment is fostered among children and adults. The use of fresh food is encouraged for lunch and morning teas to reduce the overuse of plastic packaging. This is a conservation issue as well as a nutritional one. Pest control is carried out annually during vacation times.

## **Lost Property**

Lost property can be found in the "Lost Property" box, which is in the foyer. Please name all children's articles in your own and your child's interest. Unclaimed items are discarded at the end of each term.

## Hand Washers

At the start of each Kindy week, the Centre provides each child with a washer for drying of their hands. The child will have their own named hook on our washer storage trolley. There is adequate space between each hook for ventilation and hygiene purposes and the trolley is wheeled into the sun for drying during the day. The washers are then washed as part of the laundry roster at the end of each child's kindy week. Staff have developed a procedure to go with the use of the washers and this is available for you to view upon request. This is also located on the wall in the children's bathroom.

## Clothing

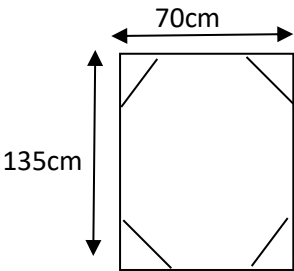
We ask parents to send children in OLD, EASILY WASHED CLOTHES. They must protect children adequately from the sun, so sleeveless shirts should not be worn. Kindergarten is very, very messy, and sometimes glue or paint may not wash out. It is also important that children wear clothes that enable freedom of movement and expel the fear of become dirty. We have some kindy logo t-shirts available in a variety of colours if you would like to purchase some (\$15 each).

***At least two spare sets of clearly named season appropriate clothes should be kept in your child's bag. As mentioned above, families must also provide their own named waterproof bag, in case there are toileting accidents or other wet/dirty play requiring a change of clothing. Note, plastic bags are not suitable to be left in the child's bag (due to the risk of suffocation) per Gowrie Safety Policy.***

## Daily Requirements for Kindy

These are the items your child will need for a day at kindy:

- **A backpack labelled with your child's name.** The bag needs to be of a reasonable size to hold a lunch box, sheet bag, paintings, etc. It must also be small enough to fit inside the locker spaces provided.
- One **labelled non-insulated lunch box** easy for your child to open themselves to encourage independence. (See next section – Food and Nutrition)
- One **labelled drink bottle**, thin enough to fit into our water bottle carriers (water only)
- Spare sets of season appropriate **clothes** in the child's backpack
- **1 waterproof bag (but not plastic as they pose a suffocation risk in children's bags)**, in which the child's wet clothes can then be placed straight into.
- One **labelled sheet bag and sheet set** with size and make as per below:

|  |  |
|--|--|
| Sheet bag to be approximately 40cm square, with a drawstring top   |  |
| One top cover sheet, 165cm by 90cm wide  |  |
| One bottom sheet fitted with elastic, made by: <ul style="list-style-type: none"> <li>○ Hemming a piece of material measuring 135cm x 70cm</li> <li>○ Approx. 20cm from each corner, attach elastic pieces diagonally across each corner.</li> </ul> |  |

Alternatively, you can order a set of sheets inclusive of sheet bag from:  
Lynique Linen Accessories for Unique Users

Email: [info@linique.com.au](mailto:info@linique.com.au)

Web: [www.linique.com.au](http://www.linique.com.au)

Phone: 07 3162 3406

Quote: Kedron Heights Community Kindergarten on your order so you can be sure that the sheets will suit our bed frames (Our bedding is: STACKER BED – MEDIUM).

Username: kindy

Password: parent

Linique also have library and waterproof bags available.

Your order will need to be placed by the date given on the orientation night to ensure you have the sheets before start of Kindy.

- One labelled library bag, similar size to sheet bag, with a drawstring top.
- One **labelled broad brimmed or legionnaire style hat** - children will not be allowed to play in the sun if they do not wear a sun-safe hat. Hats will remain at the centre for daily use but will go home with the child each week. There are Kedron Heights Kindy hats available for purchase (\$15) in various colours.
- One **box of tissues** to be brought on the first day and shared amongst the groups throughout the year.

## Food and Nutrition

This Centre upholds the concept of wholesome nutrition based on the five food groups.

Kedron Heights Community Kindergarten follows Dietary Guidelines for Australians in their recommendation that children should be encouraged to:

- Eat plenty of vegetables, legumes, and fruit
- Eat plenty of cereals, breads (preferably wholegrain), rice, pasta, and noodles
- Include lean meats, fish, poultry and/or alternatives
- Include milks, yoghurts, cheese and/or alternatives (reduced fat varieties should be encouraged for older children and adolescents)
- Choose water as a drink

Care should be taken to:

- Limit saturated fat and moderate total fat intake (low fat diets are not suitable for children)
- Choose food low in salt
- Only consume moderate amounts of sugars and food containing added sugars
- Foods with less than 15% fat or sugar per 100g are recommended.

Children's morning teas and lunches are to be refrigerated within a single lunchbox, not separated. Please ensure lunch boxes are clearly labelled with your child's name and **not insulated/thermal lined** as they will **not** cool down in the refrigerator.

Staff are aware that not all children are hungry at the same time. For this reason, we provide flexible eating arrangements for morning tea (and afternoon tea in Group B). We monitor all children's food intake throughout the day.

**Please note that we are not able to reheat children's food for their morning teas or lunches.** This is due to regulations specifying a time-consuming process that we reheat food until it is piping hot, and then let the food cool down until cool enough to eat. Thanks for your cooperation on this matter.

**Occasionally, a child attending the centre may suffer a life-threatening allergic condition known as Anaphylaxis.** As a result, it may be necessary that a particular food item be excluded to ensure their safety (e.g., Peanuts & peanut products). Parents will be advised if such circumstances apply.

- **Please Note:** Lollies, cakes, sweets, roll-ups, and chips are not allowed to be brought by the children to the Centre, apart from having questionable nutritional value, they create unnecessary competition amongst the children. We try to encourage healthy eating habits.
- If sending food for the whole class to consume, please discuss with the staff prior to ensure all children's allergies are catered for.

## Drinks to bring to Kindy

Children are encouraged to drink water from their labelled water bottles throughout the day and our teachers monitor fluid intake encouraging everyone to drink water on a frequent basis. Following meals, children are encouraged to have a drink of water to wash their mouth and 'swish and swallow' for oral hygiene purposes.

We keep all drink bottles in the bottle storage baskets and children have ready access to their drink throughout the day without the need for opening the fridge. If your child's preference is for cold water, please freeze it overnight and top up with tap water in the morning to keep it cool. There is a water flask readily available for the children to access.

**Children should not bring to kindy any cordial, poppers, milk, or any other drinks.**

## Group B's afternoon tea

Afternoon tea is required for Group B children attending on the longer days – Thursdays and Fridays. We ask parents to provide a non-perishable item that doesn't require refrigeration for their afternoon tea.

The item should be in a separately named brown paper or preferably a reusable container or bag and placed in the indicated bag in the foyer at the start of the day. Children also can finish eating any items that may have been left over from lunch time.

## Preparing your child for Kindy

You can help your child prepare for kindy by encouraging them to do the following day-to-day activities in a relaxed environment. It's great to also give them simple, two-part directions to follow.

**Encourage them to:**

- Get dressed (zipping, buttoning, putting on a hat, getting shoes on and off)
- Put on sunscreen
- Practise bathroom routine, e.g., toileting, washing hands, dressing, and undressing
- Open and close their lunch box and water bottle
- Throwing away their rubbish
- Practise not interrupting and instead excusing themselves
- Play and talk with others, sharing and taking turns
- Pack up after play and other activities.



**Also, it is vitally important you:**

- ✓ Provide opportunities to explore and play outside, using their large muscles and taking assessed risks
- ✓ Read to them, sing, tell them stories, play games
- ✓ Provide opportunities for them to socialise, take turns with siblings and peers
- ✓ Give them plenty of opportunities to draw, paint and express themselves creatively
- ✓ Encourage them to use their imagination and 'pretend' play
- ✓ Create routines and remind them about these by asking, 'What do we need to do next?'

*(Department of education and training: Going to kindy fact sheet)*

***"Childhood is a time to be, to seek and make meaning of the world."***

***"We need to recognise the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present."***

*(Belonging, Being and Becoming: Early Years Learning Framework) Section 8 – Health and Hygiene*

The centre recognises the role and responsibilities of parents in contributing to the maintenance of the health of all who attend the centre. This may be through teaching the children hygienic practices, following exclusion policies for sick children, and notifying staff of children's illnesses.

## Sun Care

Parents and staff have a shared responsibility in protecting children from exposure to Ultraviolet Radiation (UVR) from the sun. Kedron Heights Community Kindergarten adheres to the Gowrie's Sun Care policy, requiring that:

- All children wear a broad-brimmed or legionnaire style hat which protects the face, neck, ears, and crown.
- Children are dressed in clothing which will provide adequate protection from the sun. Parents apply 30+ broad-spectrum water-resistant sunscreen to all exposed areas of their children's skin at least 20 minutes prior to exposure to the sun. Application of sunscreen must be indicated on the sunscreen record sheet (located on the attendance register). If a parent forgets, staff will assist the child to apply sunscreen and will initial on the roll. If a parent does not wish their child to have sunscreen on in the winter months, they will need to see staff for a sunscreen waiver form.
- Children who are not adequately protected from the sun will be required to play in shaded/roofed areas only, at the discretion of the staff.
- In Group B, staff will reapply sunscreen in summer months during the day.

Parents are encouraged to apply their own sunscreen to their child, or alternatively use the centre's that is located on the sign-on table. Kedron Heights Community Kindergarten currently uses a generic branded SPF30+ (or higher) Sunscreen lotion. For more detailed information, please refer to Gowrie's comprehensive Sun Care Policy.

## Hygiene

Kedron Heights Community Kindergarten strives to provide a clean, safe, and hygienic environment. Staff will supervise children during toileting and hand washing procedures, and role model correct, positive hygiene practices. Gloves and a spills kit are used to minimise cross-contamination.

All children are encouraged and assisted to wash their hands:

- On arrival
- Before handling food
- Before and after eating
- After outside play

- After going to the toilet
- After touching nose secretions
- Before going home

Consistent and correct hand washing by staff/care providers and children of all ages is one of the most effective ways of minimising the spread of infections that are transmitted by contact.

Our centre is professionally cleaned daily.

## Anaphylaxis/Asthma/Diabetes and other Medical Conditions

It is the responsibility of a parent/guardian to notify the early childhood service that their child has a severe allergy and is at risk of an anaphylactic reaction, suffers asthma, diabetes, or another serious medical condition. Notification is required at the time of enrolment or if the child is already enrolled, as soon as possible after the child is diagnosed with a severe allergy, asthma, diabetes, or medical condition.

**A medical action Plan MUST be provided by the child's Doctor prior to the commencement of kindergarten.**

Staff in consultation with parents/guardians MUST develop a risk minimisation plan. The action plan and risk minimisation plan must be readily accessible and should be on display at the centre. All staff and volunteers are made aware of children with these conditions.

Without a Medical Action Plan, completed Risk minimisation plan and prescribed medication children with an anaphylactic reaction, who suffer asthma, diabetes or another serious medical condition will not be allowed to attend the service.

With agreement from the child's parents/guardians, the person-in-charge/care provider will educate all families attending the centre about the child's condition and the agreed management strategies.

For more detailed information on Anaphylaxis, please refer to Gowrie's comprehensive Anaphylaxis Policy. Please note, the centre does not store its own Epi-pen.

## Asthma

Staff will administer medication for asthma as per Prescribed Medication (see above) providing the following guidelines are met:

- Parents must supply an asthma action plan for their child that:
  - Has been formulated in consultation with the child's doctor
  - Identifies possible triggers and symptoms (risk minimisation plan)
  - Specifies management techniques
- A doctor's letter must be supplied initially and updated every 6 months, or if the dosage changes
- Written direction from the doctor will be followed, as set out by the pharmacist's label or doctor's letter
- A spacer MUST be provided and used for the administration of asthma medication
- Parents are responsible for completing a Medication Form (see staff for a copy) storing medication and notifying staff that they have done so. If you require help with this, please come and see us.

Please note, our centre does not store Asthma medication.

## **Illness**

Parents are reminded of the undesirable effects of children attending kindergarten with colds and other infectious diseases.

Children with colds or any infectious disease should be kept at home to prevent the illness being spread to the other children. Parents must keep children at home for 24 hours after fever, vomiting, diarrhoea or conjunctivitis and comply with guidelines for communicable diseases (refer Exclusion Schedule for Illness). Teachers have the right to refuse the attendance of any child who has an infection that is considered contagious. Parents are requested that, if their child suffers from any contagious illness throughout the course of the year, PLEASE LET THE TEACHERS KNOW!

If a child becomes ill in the Centre, a parent/carer will be contacted, and a voicemail/text message will be left. If there has been no response within an appropriate period, the next parent/carer will be contacted. It is imperative that the parent ensures our centre has up to date phone contact details. If a parent or contact is not available, the Responsible Person will take necessary steps to ensure the child's well-being.

## **Paracetamol**

Prior written consent by the parent is required before one (1) single dose of liquid paracetamol will be administered when the temperature of a child has exceeded 38°C. However, if a child has a history of febrile convulsion, earlier use may be considered by the person in charge on a "case by case" basis.

Following the administration of a single dose of liquid paracetamol, the parent/contact person of the child will be contacted as soon as possible to collect the child and arrange further care, i.e., see a doctor. The parent/contact person is required to take the child to a medical practitioner for diagnosis if the fever continues. Medical clearance is required before the child will be readmitted to the centre.

Parents will be requested to complete an Authorisation/Non-Authorisation to administer Paracetamol form prior to your child's enrolment at the centre.

In accordance with the current High Temperature Policy, children with a temperature of 38 degrees will need to be collected from our centre. For more information, please refer to our policy documents.

## **Non-Prescribed Medication**

Non-prescribed medication should not be given by staff to any child unless the teacher has received prior written permission and instruction from the child's doctor. For paracetamol, see special instructions below.

The centre does not store or use Stingose for insect bites as cold packs are the preferred treatment.

## **Prescribed Medication and Completing Forms**

Prescribed medication will be administered as directed by the child's doctor and given at those times set down either by the doctor, in writing, or as set out on the original medication bottle/container label. All medication requires a pharmacy label. Medication is kept in a locked cupboard. Medicine that requires refrigeration is kept in a child proof device within the refrigerator.

The child's name, parent's signature, name of medication, dose and how the medication is to be stored (e.g., refrigerator) must be entered into the medication form.

The signature of the staff member who gives the medicine, and the signature of the staff member who witnesses the giving of the medicine are also recorded in the medication book.

At no time is medication provided for one child to be administered to another child.

**Which form to use? (Staff will assist with this)**

- **A short-term medication form** is for a one or two day administration of medication at kindy e.g., antibiotics
- **A long- term medication form** is completed if a child has medication required to be administered for up to one month.
- **An on-going medication form** is to be completed for children with medical conditions such as asthma, or anaphylaxis; where the parent gives permission for medication to be administered at any time throughout the year. This must come with a Doctor’s Action Plan.

We may utilise the electronic forms features within StoryPark Manage later in 2023.

**Exclusion Schedule for Illness**

The schedule below is provided as an at home guide. Copies of the Time Out Poster and Staying Healthy: Preventing infectious diseases in early childhood education and care services resources are in the foyer and kindy hallway for your reference at Kindy.

| <u>Condition</u>  | <u>Exclusion of Case</u>  | <u>Exclusion of Contacts</u>  |
|---|---|---|
| Chickenpox (Varicella)  | EXCLUDE until all blisters have dried, and at least 5 days a-er the onset of symptoms.  | EXCLUSION MAY APPLY<br>EXCLUDE non-immune pregnant women and any child with immune decieny or receiving chemotherapy. Advise to seek urgent medical assessment . Contact your Public Health Unit for specialist advice.<br>Also seeShingles information below |
| Cold Cores with fever and blisters (herpes simplex)   | NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.   | Not excluded  |
| Conjunctivitis  | EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.   | Not excluded  |
| COVID19   | EXCLUDE until symptoms have resolved, normally 5–7 days   | Not excluded  |
| Cytomegalovirus (CMV)   | NOT EXCLUDED pregnant women should consult with their doctor.   | Not excluded.   |
| Diarrhoea or Vomiting<br><b>including:</b><br>Amoebiasis<br>Campylobacter<br>Cryptosporidium giardia<br>Rotavirus<br>Salmonella<br>Viral gastroenteritis<br><br><b>But excluding:</b> | EXCLUDE a single case until the person, has no symptoms 1 (includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has conrmed norovirus exclude for at least 48 hours.<br><br>If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit.<br><br>See information below if norovirus is confirmed or | Not excluded  |

|   |   |   |
|---|---|---|
| Norovirus<br>Shigellosis<br>Toxin-producing forms of E. coli (STEC)<br>See specific information below<br><br><i>Note: Diarrhoea definition is: 3 or more loose stools or bowel movements in a 24-hour period that are different from normal</i> | considered likely as the cause of diarrhoea and vomiting.   |   |
| Diphtheria  | Exclude until recovery medical certificate is received following at least 2 negative throat swabs, the first swab not less than 24hrs after finishing a course of antibiotics, followed by another swab in 48 hours                       | Exclude contact that live in the same house until cleared to return.  |
| Enterovirus 71 (EV71 neurological disease)  | Exclude until written medical clearance is received confirming the virus is no longer present in the person's bowel motions.  | Not excluded  |
| Fungal Infections of skin/nails (ringworm/tinea)  | Until the day after antifungal treatment has commenced. (No exclusion for thrush).  | Not excluded  |
| Glandular Fever (mononucleosis)   | Exclusion not necessary   | Not excluded  |
| German Measles (rubella)  | EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.  | Pregnant women and female staff of childbearing age should check their immunity with their doctor.  |
| Haemophilus influenzae Type B   | Exclude until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment   | Exclusion may apply (contact Public Health Unit)  |
| <b><u>Condition</u></b>   | <b><u>Exclusion of Case</u></b>   | <b><u>Exclusion of Contacts</u></b>   |
| Hand, Foot and Mouth Disease  | Exclude until all blisters have dried   | Not excluded  |
| Head Lice   | Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).   | Not excluded  |
| Hepatitis A   | EXCLUDE until at least 7days after the onset of jaundice; OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic contact your Public Health Unit for Specialist advice.. | Not excluded  |
| Hepatitis B and C   | Exclusion is not necessary but cover open wounds with waterproof dressing   | Not excluded  |
| Hepatitis E   | Exclude until 2 weeks after jaundice onset  | Not excluded  |
| Human Immunodeficiency virus (HIV/AIDS)   | Exclusion not necessary unless the child has a secondary infection. Cover all wounds with waterproof dressing.  | Not excluded  |
| Influenza like illness  | Exclude until symptoms have resolved (5 to 7 days)  | Not excluded  |
| Hydatid Disease   | Exclusion not necessary   | Not Excluded  |
| Influenza and influenza-like illness  | Exclude until well and completed a course of antibiotics  | Not excluded  |
| Legionnaires' Disease   | Exclusion not necessary   | Not excluded  |
| Leprosy   | Exclude until approval to return has been given by an appropriate health authority  | Not excluded  |
| Measles   | EXCLUDE until the doctor con-rms the person is not infectious but not earlier than 4 days after the onset of the rash.  | EXCLUSION MAY APPLY<br>NOT EXCLUDED<br>vaccinated or immune contacts. EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 |

|   |  |   |
|---|--|---|
|   |  | days after the appearance of the rash in the last case. EXCLUDE non-or incompletely vaccinated contacts, without evidence of immunity. Contact your Public Health Unit for specialist advice. |
| Meningitis bacterial  | Exclude until well and has received antibiotics  | Not excluded  |
| Meningitis viral  | Exclude until well   | Not excluded  |
| Meningococcal infection   | EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed  | Not excluded  |
| Molluscum contagiosum   | Exclusion not necessary  | Not excluded  |
| Mumps   | Exclude for 5 days after onset of swelling<br>Pregnant women should consult with doctor  | Not excluded<br>Pregnant women should consult with doctor   |
| Norovirus   | Exclude until no loose bowel motions or vomiting for 48 hours  | Not excluded  |
| Parvovirus B19 (erythema infection, slapped cheek or fifth's disease) | Exclusion not necessary<br>Pregnant women should consult with doctor   | Not excluded<br>Pregnant women should consult with doctor   |
| Respiratory Syncytial Virus   | Exclusion not necessary  | Not excluded  |
| Roseola (sixth disease)   | Exclusion not necessary  | Not excluded  |
| Ross River Virus  | Exclusion not necessary  | Not excluded  |
| Salmonella infection  | Exclude until there has not been a loose bowel motion for 24 hours   | Not excluded  |
| Scabies   | Exclude until the day after appropriate treatment has commenced  | Not excluded  |
| School sores (Impetigo)   | Exclude until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry and encourage handwashing.  | Not excluded  |
| Shiga toxin-producing E. coli (STEC)                                  | Exclude until diarrhoea has stopped and two samples have tested negative. Contact your Public Health Unit for specialist advice.   |   |
| Shigellosis   | Exclude until there has not been a loose bowel motion or vomiting in 48 hours  | Not excluded  |
| Shingles (herpes zoster)  | Exclusion may apply.<br>Not exclude if blisters can be covered with a waterproof dressing until they have dried.<br><br>Exclude if blisters are unable to be covered and until no new blisters have appeared for 24 hours. | Contact your Public Health Unit for advice, particularly for pregnant women and any person who is immunocompromised (including receiving chemotherapy).                                       |
| Slapped cheek or fifth's disease Parvovirus B19 (erythema infection)  | Exclusion not necessary<br>Pregnant women should consult with doctor   | Not excluded<br>Pregnant women should consult with doctor   |
| Streptococcal infection (including Scarlet fever)                     | Exclude until the person has received antibiotic treatment for at least 24 hours and feels well.   | Not excluded  |
| Thrush  | Exclusion is not necessary   | Not excluded  |
| Toxoplasmosis   | Exclusion is not necessary   | Not excluded  |
| Tuberculosis (TB)   | Exclude until medical certificate is produced from an appropriate Tuberculosis Control Unit  | Not excluded  |
| Typhoid, Paratyphoid  | Exclude until diarrhoea has stopped. Stool sample clearance required. Contact Public Health Unit   | Exclusion may apply<br>Contact Public Health Unit   |
| Warts   | Exclusion is not necessary   | Not excluded  |

|                |   |   |
|----------------|---|---|
| Whooping Cough | Exclude until 5 days after starting appropriate treatment or for 21 days from the onset of coughing AND confirmed that they are not infectious. | Exclusion may apply for those in contact with the infected person. Contact your Public Health Unit for advice regarding exclusion of non- or incompletely vaccinated contacts |
| Worms          | Exclusion for 24hrs after loose bowel motions and treatment has occurred.   | Not excluded.   |

Staying Healthy in Child Care – 5<sup>th</sup> Editions updated June 2013 [www.nhmrc.gov.au](http://www.nhmrc.gov.au)  
[Time Out poster updated - keeping your child and other kids healthy www.health.qld.gov.au](http://www.health.qld.gov.au)

## Tobacco, Drug and Alcohol-Free Environment

Kedron Heights Community Kindergarten provides an environment that is free from the use of tobacco, illicit drugs, and alcohol during operating hours, as well as during events on at the kindy outside normal operating hours. (Education and Care Services, National Regulations No. 82)

## COVID-19

With COVID-19 protocols having now been relaxed, we continue to adopt good hygiene practices in accordance with our governing body policies and the exclusion guidance in the above schedule. (ie EXCLUDE until symptoms have resolved, normally 5–7 days)

We also ask assistance from families that:

- Children do not attend kindy if they are experiencing cold or flu symptoms.
- Parents (carers) refrain from visiting when exhibiting flu-like symptoms. If you need assistance with your child's, drop off and pick-ups due to you or those with you having flu-like symptoms, please contact us.

We will continue to communicate any changes as identified by our governing body or QLD Health.

## Section 9 – Safety

Inspection of playground equipment and surrounding areas is undertaken daily to identify and remove potential harmful animals, objects, and to ensure that equipment is in good repair. Working Bees are held each term to attend to these maintenance items.

Children’s ages and abilities are taken into consideration when planning and implementing the program to **ensure children’s safety, whilst recognising the need to offer appropriate challenges.**

Staff value children as competent and capable and as natural risk takers. During free play, children learn to manage, control, and even overcome their fears by taking risks, as well as learning valuable things about what their body and mind can and cannot do.

### Child Protection

Kedron Heights Community Kindergarten have an extensive Child Protection Policy concurrent with Gowrie’s Policy and Child Protection. Safety, wellbeing, and best interest of children are Gowrie and Kedron Heights Community Kindergarten’s highest priorities. All staff currently hold a current blue card/positive notice.

Kedron Heights Community Kindergarten staff are committed to:

- Every child’s safety, wellbeing, and best interest as our paramount consideration
- Promoting the safety, wellbeing, and best interest of each child
- Taking reasonable precaution to protect each child from harm
- Minimising, as far as reasonably practicable, the risk of a child’s safety, wellbeing and best interests being compromised, through appropriate and effective responses.

All Kedron Heights personnel must respond diligently and appropriately to all disclosures, allegations and/or suspicions of actual harm or risk of harm to children and will work collaboratively with government and /or non-government agencies as required.

Appropriate information, training and supervision is provided to all Gowrie personnel to ensure that they understand and fulfil their obligations with respect to child protection, child protection laws and the safety, wellbeing, and best interest of children.

### Accidents and Injuries

All staff record accidents and incidents into our centre’s **register**.

Parents of an injured child who require additional assistance or monitoring are contacted promptly and are requested to read and sign accident/incident forms.

Staff follow Gowrie’s Incident Reporting Procedure. Serious accidents/incidents are reported and investigated by the Committee, WHSO, Gowrie and reported to the Office of Early Childhood, Education and Care if required.

### Risk Assessments

Staff keep comprehensive risk assessment documentation involving a variety of resources or activities undertaken at kindy. In some of these activities, e.g., excursions, a Risk Benefit analysis is done as well.



## Workplace Health and Safety

The service is guided by the Workplace Health and Safety Act 2011. A copy of this document can be requested by parents, carers, or other interested parties. Kedron Heights Community Kindergarten has a Committee Workplace Health and Safety Representative as well as a Staff Representative.

Kedron Heights Community Kindergarten has a current Workplace, Health and Safety Policy and we request that all families familiarise themselves with it. Roster parents must be particularly aware of issues relating to health, hygiene, safety, emergency and evacuation procedures, and careful lifting practices. All visitors to our centre including roster parents, must sign in/out in the visitor's register in the foyer.

Please note for safety reasons

- hot drinks are not to be consumed anywhere near the children in the service
- staff are not able to reheat children's food for morning teas or lunches.

## Road Safety

Parking around the centre can be very busy during pick up and drop off times. Always consider your family's road safety. Where possible, staff recommend family members park in Batten Street.

Please do not block access to the driveway or park behind the teachers' vehicles. It is important that we always have spaces available for emergency or wheelchair access. Please also refrain from turning into or reversing out of the driveway during drop off and pick up times.

## Emergency and Evacuation Procedures

Emergency evacuation procedures, floor plans and instructions (covering a variety of emergency situations) are displayed throughout the Centre and are practised monthly with staff and children. **Parents must make themselves familiar with evacuation procedures and routes.**

Kedron Heights Community Kindergarten staff plan for, and practice emergency, evacuation and lock-down procedures as recommended by Gowrie. Staff are trained in portable Fire Extinguisher Instructions on a yearly basis. The Fire Department visit once every two years to witness our emergency evacuation procedures in action.

In the case of an emergency, Kedron Heights Community Kindergarten will be guided by the appropriate Emergency services. Adults present in the centre during a drill or actual emergency must take direction from staff and assist in ensuring that children remain calm and safe.

**Fire extinguishers are positioned in the playroom, hallway, and the office, while a Fire Blanket is situated in the kitchen, on one side of the fridge.**

The Emergency alarm can be activated in the event of an emergency and is in the hallway. If the alarm is sounding, it is vital that you do not enter the building.

## Section 10 - Conclusion

Your children are our primary concern and amaze us each day with their discoveries, adventures, growing resilience, thinking and problem-solving skills. We value and look forward to working with all families to understand, develop and enhance your child's current engagement in our program, and inspire and steer them towards a successful school transition (or another year of kindy if applicable). The kindergarten year is such an important year where your child begins to develop deep connections and the language, social and emotional skills that will see them through their school years and beyond. As teachers, we know what you are going through and we are here to offer you support and encouragement in this most wonderful of years. This quality time you put in will reap future rewards.

*"The best predictor of whether a child will become a satisfied adult is not their academic achievement but their emotional health in childhood". —Authors of the 2015 World Happiness Report*

*"When families understand that **'happiness', social and emotional wellbeing and positive mental health**, all lead to better academic outcomes and lifelong satisfaction, they are more able to partner with educators in valuing play with their children. Working with families in this way supports early childhood settings to offer a curriculum that is varied, rich, play based, stimulating, and, at times, teacher directed. **This kind of environment will bring a smile to a child's face and joy to their heart. Here they can learn and explore in self-directed, self-paced ways, while pursuing their passions and following their bliss.**"*

*(How Happy Kids become Satisfied Adults – the Importance of Play in Early Childhood - Kids Matter – Aust Early Childhood Mental Health Initiative)*

Parents and guardians are invited to discuss the experiences provided as part of our learning programs and the goals to be achieved through our programs. Please ask your Nominated Supervisor or Teacher for more detailed information about our child's development, how we will provide opportunities to foster your child's development and our underpinning philosophy of learning that underpins our programs.

**We thank you for choosing Kedron Heights Community Kindergarten for your child and we look forward to working with each one of you.**

Childhood is such an important part of life and plays such a vital part as to our shaping as future adults. By celebrating this important milestone of childhood at Kedron Heights Community Kindergarten every day, we are letting the community know that we value this amazing period in a child's life and value them as competent, capable, and creative beings.

***"Did you know... the relationships between young children, their families and educators provide the foundations of positive mental health? Children are born with the need to connect with others and their first relationships with their families provide the basis for their social and emotional learning. Social and emotional learning is the foundation for good early childhood mental health. From birth children learn how to be in relationships with other people – how to interact, respond and manage their feelings and to get their needs out. The repeated interactions of being "in tune" with another support children's development and can only be experienced through relationships.***

***Children learn when they feel safe. Warm, trusting, and responsive relationships provide children with a sense of safety, which comes from nurturing, predictable and stable environments where the adults around them address their physical, emotional, and social needs. When children feel safe, they are more inclined to try new things and feel supported in their attempts to develop new skills."***