



# KEDRON HEIGHTS Community Kindergarten

# PARENT HANDBOOK



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Due to the ongoing and ever-changing Covid-19 Pandemic, please be aware of the following important procedures :-

- All adults are to undertake physical distancing from other adults at all times in and around the centre
- All adults are to adhere to hygiene practices of hand washing/sanitising on arrival and throughout the day whilst at the centre
- Please refrain from coming into the centre if exhibiting flu-like symptoms or if recently returned from any current hotspots (as determined by QLD Health)

Please note, staff will communicate any changes throughout the year, as identified by our governing body, Gowrie.

## 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 1300 945 405.

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 located 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** is situated at Level 2 Block A, 643 Kessels Road, Upper Mt Gravatt Q 4012 and can be contacted on 07 3028 8604 or [metrocity.ecec@ged.qld.gov.au](mailto:metrocity.ecec@ged.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 Log Book

The Queensland Government is committed to ensuring families and the general 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 Log Book, allowing families and the general public access to compliance information about the Centre if it contravenes the Act. This log book is available on request.

## Centre Policies

Gowrie Centre policy folders are located 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 the Kindy year and this is scheduled to be held for **2021 families as part of the Welcome BBQ on Saturday 13 February 2021.**

Monthly Committee Meetings are held at a regular time that suits the Committee members and staff and it is important that Management Committee members be able to attend the meetings as scheduled and ideally this is by onsite attendance. Virtual meetings have been held when onsite attendance has not been possible in 2020. 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 or not they hold a committee position.

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. Please carefully consider if you would be able to take on one of these vital roles for the year. 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
- Signatory to bank accounts
- Manage complaints
- Chair committee meetings and any general meetings
- 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

### **Vice-President/WH&S Officer**

- Assist the President as required
- Stand in for any absent office bearer if required at meetings
- Signatory to bank accounts
- Supervise and co-ordinate Workplace Health & Safety issues

- Provide monthly WH&S report at Committee meetings
- Complete Fire Training and Child Protection training (i.e. on-line process or can be completed with staff).
- Conduct WH&S audit each term with the Nominated Supervisor

#### **Treasurer**

- Oversee centre budget and financial accounts
- Signatory to 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 as necessary
- Present correspondence summary at each meeting
- Oversee upkeep of selected registers as required (including key and members registers)
- Provide administrative support if required for ad hoc tasks
- Assist with family satisfaction surveys, collating responses and presentation to the Committee
- Be responsible for the compilation of the quarterly Kindy newsletters for review by the teachers before distribution to families by the end of each term. This is also involves asking for reports/input from committee members as required.

## **General Committee Roles**

In addition to the Executive Committee, there are a number of General Committee roles available:

- **Grants Co-ordination (2 people ideally share role)**– 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 (2 people ideally share role)** – 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 (2 people to share role)** - 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 and facebook pages. Also involves assisting the Secretary with the quarterly kindy newsletter.

## **Committee Support Roles**

The Committee also needs people to take on the following jobs. Attendance at monthly meetings is not necessary for these roles, although your presence is always welcome.

- **Social Co-ordination (2 people – one person from each group)** – organise centre’s social events, including playdates, family picnics etc
- **Book Club Co-ordination (2 people – one person from each group)** – distributing Scholastic brochures; collating and processing orders via online LOOP system and distributing orders. Organising Book Garden displays if required and co-ordinating orders from fundraising catalogues (Chalk & Parent Direct). Liaising with kindy teachers to access free resources earned from any of these initiatives. (One member from each of Group A and B ideally)

- **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 child care 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 the Bradbury Parklands, across the road from kindy, took place. This included recreating the forest area that we have visited over the years into a beautiful natural space for the children. This is called the Magic Forest.

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 2021

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

Teacher/Educational Leader: Kathy O'Sullivan (Bachelor of Teaching/Education)  
Educator: Sarah Day (Diploma of Childcare and Education)

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

Teacher/Nominated Supervisor: Judith Aitken (Bachelor of Teaching/Education)  
Educator: Angela Gray (Diploma of Childcare and Education)  
Lunch Time Relief: Lauren Pezzutti (Certificate 3 in Child Care)

We will also engage additional staff to support for each group 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), thereby exceeding 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 through their 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 many years of teaching experience in early childhood settings. An abridged version of their roles and responsibilities is outlined below.

### **Teachers:**

- Possess the equivalent of a 4-year early childhood diploma/degree from an approved tertiary institution
- Possess current registration from the Board of Teacher Registration
- Possess current First Aid certificate including Asthma and Anaphylaxis, which is updated every 3 years and CPR which is updated every 12 months
- Are responsible for planning and carrying out of the centre's curriculum, and for all matters concerning the children
- Maintain confidentiality in matters relating to parents, staff and children

- Work closely with the Management Committee
- Are responsible for the following aspects of running the centre:
  - 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 maintenance is attended to by the committee
  - Daily greeting of parents and children
  - Conducting regular evacuation drills and keeping relevant records.
- Are responsible for the following to be undertaken 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, attendance register, monthly reports to the committee, equipment inventory, 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:

- Working closely with the Management Committee and in particular, the Approved Provider (President)
- Delivery of an appropriate range of educational programs based on children's developmental needs and interests.
- Supervision and safety of children and ensuring they are safe from hazards and not subject to inappropriate discipline.
- Entry to and exit from the premises including ensuring children do not leave the service and parents can enter the service at any time.
- 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.

**The Educational Leader (Kathy)** has an influential role in inspiring, motivating, affirming 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)**

- Hold a minimum Certificate III qualification or equivalent or be working towards an appropriate higher qualification from an approved tertiary institution.
- Possess current First Aid certificate including Asthma and Anaphylaxis which is updated every 3 years and CPR which is updated every 12 months
- Support the Teachers in their responsibilities for operation of the center and the daily program
- Are effective and valued members of the team, with much to contribute and add to.
- Maintain confidentiality in matters relating to parents, staff and children

## **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.

## Code of Conduct

Our service is committed to following the Early Childhood Australian Code of Ethics, which is based on the principles of the *United Nations Convention on the Rights of the Child* (1991) The *ECA Code of Ethics* reflects current pedagogical research and practice, providing a framework for reflection about the ethical responsibilities of early childhood professionals who work with or on behalf of children and families in early childhood settings.

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *ECA Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children. This code is available for all families to view with a copy kept in our centre and is available on request. The link is below:

<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf>

We also acknowledge and support the United Nations Convention of the Rights of the Child. An overview is attached. [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

To ensure equitable access into the centre for all children, Kedron Heights Community Kindergarten adhere to the following principles:

- Acknowledge that all children have the right to access an early childhood service,
- Acknowledge, accept and value difference and similarity amongst children,
- Acknowledge that parents hold valuable insights about their child's needs and abilities,
- Accept a commitment to ongoing discussion with parents with the aim of empowering parents in their role as caregivers,
- Genuinely reflect upon personal attitudes, values and beliefs in relation to all children in an attempt to address areas of bias and uncertainty in relation to our professional role,
- Advocate on behalf of all children and their families,
- Accept the responsibility of seeking out resources and access to specialist support services which may enhance the positive integration of all children,
- Accept an ongoing commitment to critically reflect on our teaching practice to enhance integration of all children into our services.

## Our Terms and Operation Hours for 2021

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 2021	Length
Term 1	Monday 25 January – Thursday 1 April	10 weeks
Term 2	Monday 19 April - Friday 25 June	10 weeks
Term 3	Monday 12 July - Friday 17 September	10 weeks
Term 4	Tuesday 5 October - Thursday 10 December (Note: Friday 11 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.*

#### *Our Values*

*Relationships, Respect, Responsibility, Resilience*

#### *Our Vision*

*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*

*We respect the knowledge, experiences, culture and language each child brings. We provide opportunities for and support each individual child's special rights.*

*Children's Voices – Educators honour and respect all children's voices, ideas and theories*

*Educators acknowledge, value and encourage children to express their ideas, recognising that children are unique individuals who learn and represent their thinking in different ways.*

*Our Learning Environment – Children thrive in environments that are suited to their interest and developmental stages.*

*The environment is welcoming, authentic, aesthetically pleasing and culturally representative of community and embraces a culture of nature play. Daily rhythms allow children long uninterrupted periods of time to explore the indoor and outdoor environment.*

*Play – We offer considered, intentional and purposeful play based learning*

*Play gives children freedom to explore, practise and master skills, dispositions and knowledge, giving them a strong foundation in a changing world. A balanced and intentional curriculum is planned which incorporates uninterrupted time for child-directed play, where educators scaffold children's learning.*

*Families and Communities – Families are unique and add to a rich diversity of culture, beliefs and knowledge within our kindergarten. Based on our philosophy of inclusion and respect, we are committed to promoting reconciliation in our kindy and local community and actively support equal opportunities for all Australians.*

*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.*

*We respect parents/caregivers as the first and foremost educators in their child’s life. Parents are part of the collaborative process to ensure the continued relevance of our kindy within the community.*

*Sustainability and Connections to the Environment – We believe it is important to engage children in sustainable practices and encourage a respect for our environment.*

*Educators model and discuss the importance of being water wise. We Reduce, Reuse and Recycle materials, equipment and resources where we can. We include natural resources to allow children the freedom to explore and natural environments such as the vegetable garden to nurture and develop.*

*Emotional and Social Well-being – Children’s emotional wellbeing develops within sensitive, nurturing and responsive relationships.*

*We provide 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.*

*Educational Program and Practice – Our programs are child-centre, stimulating and enhance each child’s learning and development.*

*Our curriculum is informed by the Early Years Learning Framework (EYLF), the Queensland Kindergarten Learning Guidelines (QKLG) and the National Quality Standards and developed through a collaborative process.*

*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 reviewed and updated by the Staff in collaboration with the Committee and parents in September 2020. 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 Queensland Kindergarten Learning Guidelines. 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 documentation communicated throughout the year, via emails, newsletters and kindy portal entries. There is also a designated "Parent Hub" in the foyer with a range of resources and articles of interest, as well as an opportunity for you to add in topics that you might like further information about. There is a copy of the Qld Kindergarten Learning Guidelines in the Parent Hub in the foyer.**

## 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 first 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 to receive the QKFS rebate on your child's behalf. i.e. your child will not be attending another approved kindergarten program on the days they are not with Kedron Heights Community Kindergarten.

## 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 end of the year before enrolment, if the Kindy is unable to fill available places for the next year with QKFS eligible children, we can consider enrolling children at our centre who may be attending another Kindergarten. However, these circumstances are rare and as we cannot access funding for this place, the 2<sup>nd</sup> kindy enrolment will come at an additional cost to the family of approx \$800 per term (and that is on top of the standard term fees). Your child can attend **standard child/day care** at a Child Care Centre on the days your child is not attending an approved kindergarten program with us. Child/Day Care funding is provided by the Commonwealth Government through Child Care Subsidies.

## 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 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 2021

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.

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

You can get your statement straight away using your [Medicare online account](#) through [myGov](#). You can also use the [Express Plus Medicare mobile app](#). If you can't access Medicare online, your vaccination provider can print your immunisation history statement for you. You can also get your statement by:

- going to a [service centre](#), or
- calling the [AIR enquiries line](#).

It can take up to 10 business days to get your statement in the post.

Throughout your child's attendance at Kedron Heights Community Kindergarten, we will also require an updated immunisation history statement after your child passes each vaccination milestone as outlined in the National Immunisation Program 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. Our Centre has a Strategic Inclusion Plan (SIP), which was developed in October 2020 by educators and families. This broad document identifies the importance of having and maintaining an inclusive kindergarten community and guides educators in creating Individual Education Plans (IEP'S) that are implemented throughout the year.

## 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 at a later date when it becomes apparent that their child may require additional assistance). This information **will not** be used to deny or delay the enrolment of the child involved but it will assist the centre with training of staff, the purchasing of equipment, the preparation of staff rosters and the submission of funding applications for additional assistance 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 the year 2021

- Group A (Mon, Tues, alternate Wed 8.40am to 2.50pm) \$890/term (6h/day, 25 days/term)
- Group B (Thurs and Friday 8.30am to 4.30pm) \$890/term (8h/day, 20 days/term)
- These Standard Term Fees **are subject to**:
  - Health Care Card concessions (we can confirm those direct to you but see the next point for a brief outline of the guidelines around this)
  - Your child attending 1 kindergarten program per annum. *Kindergartens are part funded by the QLD Government under the QKFS (Queensland Kindergarten Funding Scheme). However, funding is only provided to Kindergarten services on behalf of a child attending 1 kindergarten program per year. If you are considering sending your child to more than one Kindergarten program in one year, please contact us. Additional fees will apply if we are not nominated to receive the QKFS funding on your child's behalf (approximately \$800 per term in addition to standard term fees).*
- 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.

### Health Care or Concession Card holders (or identify as Aboriginal or Torres Strait Islander)

The Queensland Government provides a range of subsidies to approved kindergarten program providers through the Queensland Kindergarten Funding Scheme (QKFS) to reduce the out-of-pocket expenses for families.

QKFS Plus Kindy Support provides additional support in relation to eligible families to help them access low or no-cost Kindy. QKFS Plus Kindy Support is claimed by the service on behalf of eligible families. To be eligible for QKFS Plus Kindy Support your family must meet **one** of the criteria below:

- The family (including foster families) must hold (and provide Kindy with a copy of) one of the following:
  - a current Australian Government Health Care Card (HCC). The HCC should be sighted each term and a copy kept by the service. The HCC must name the enrolled child, whether it is the child's own card or a card belonging to their parent/guardian. The card must have validity dates that fall within the term the concession is being claimed for.
  - current Australian Government Pensioner Concession Card (automatic HCC entitlements) or Department of Veterans' Affairs Gold Card or White Card. The card must have validity dates that fall within the term the concession is being claimed for; or
  - formal communication, such as a letter, from the relevant agency stating the intent to issue a HCC.
- The child is Aboriginal and/or Torres Strait Islander and the family chooses to identify them as such on their enrolment form (calculated per semester); or
- The family has 3 or more children, of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program (calculated per semester).

No matter what QKFS Kindy Plus concession is claimed, the 3 general QKFS eligibility conditions also apply:

- Your child must fall in the Your child can only **attend 1 approved kindergarten program with us (i.e. not attending any other Kindergarten program with us or another Centre)** and;
- You must **nominate in the enrolment paperwork that Kedron Heights Community Kindergarten is to receive the QKFS rebate on your behalf** (this means that the Qld Government provides our centre with funding to cover your child's term fees).
- Your child must have turned 4 by 30 June in the year they are attending Kindy

### **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 child care 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 duties and prepare the Centre for the next day. As a result, failure to collect your child on time 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 (as we are a non-profit organisation and do rely on the receipt of term fees to fund our expenditure).
- 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 within 28 days of invoice. If you would like to pay your child's term fees by instalments, please email the Financial Administrator.
- Other fees are due as invoiced (i.e. 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.
- A 5% discount will be offered for complete payment of the year's fees (all 4 terms) if paid in full by week 5 of the first term. Please advise the Financial Administrator if you would like to take advantage of this discount.
- In the event that payment has not been received, a reminder will be sent by the Financial Administrator after the due date has elapsed.
- A late fee of \$20 will 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 on the waiting list.
- 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 1/7/2020 to 1/7/2021. We have liability to cover the following:

Public Liability \$20million  
Professional Indemnities (Breach of Professional Duty) \$20million  
Product Liability (Goods Sold and Supplied) \$20million  
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 for the year is our annual Art Show**, usually held in August. This is a wonderful opportunity for the children to showcase the projects they have been working on, 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 or not 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. Specialist include, but are not limited to, Speech Pathologists, Occupational Therapists, Paediatric Dieticians, school readiness professionals etc.

### Maintenance Rosters and Working Bees

Each year our centre has two working bees scheduled in terms 1 and term 4. We also require families to select one weekend in the year to complete a yard maintenance.

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

- Select **one weekend** from our **Weekend Maintenance Roster** (you may come in either the Saturday or Sunday) to complete yard work during the year (jobs will be emailed or given to you prior to your day); **and**
- Select **one of our Kindy Community Working Bees** to attend during the year. (dates TBC)

“Parent rosters” will no longer be 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 will be commencing from week 6.

#### Weekend Maintenance Roster

The **Weekend Maintenance Roster** will be placed in the foyer and you are asked to select one date in the Kindy year that is suitable for your family. On each weekend, we will only require one family to be rostered and there are limited weekend dates. So please make sure to get your name down for one of the available weekends as soon as possible.

Prior to your scheduled Weekend Maintenance Roster, you will be issued a **code for the keybox** located on the wall near the gates leading to our back playground (near the office) to give you access to the playground and the shed with some maintenance equipment including the blower. You also will receive a **list of the yard jobs** and a guide to safe lifting. You will also have the **attached acknowledgement to sign** and return to Kindy.

Once you have completed your Weekend Maintenance Roster, please make any notes needed in the **maintenance book** in the maintenance shed and return the keys to the keybox. If you are unable to complete your weekend yard clean due to weather or other reasons, please see staff for alternate duties.

We also have “Jobs in lieu” available. These are jobs that can be completed by any families that feel they are unable to complete a Weekend Maintenance Roster or Working bee. These may also form part of the weekly maintenance roster jobs. Please let staff know as soon as possible if this applies to your family.

## Kindy Community Working Bees

The Kindergarten employs a contractor to mow, whipper snip and maintain the playground and footpath areas. However, the Maintenance Officer co-ordinates scheduled working bees each term to undertake other general maintenance tasks.

Similar to the Weekend Maintenance Roster, parents are to ensure that they sign in and out when attending any Working Bees. **For safety reasons, it is not possible for ANY children to accompany adults during working bees.**

While we do acknowledge that your time is precious, we value and appreciate the time you can give to our termly working bees and assisting our Maintenance Officers. 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

Please let staff know if you are able to 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 half way through term 1 to allow children to settle in first.

We recognise parents as the child’s first and foremost educators and encourage you to participate whilst on roster in the learning experiences that are provided as well as in the children’s play. Whilst on roster, we appreciate help with some simple tasks involved in the Kindergarten day, e.g. setting up, washing paints, preparing collage materials. If you have a special skill or interest (e.g. playing a musical instrument, cooking, pottery, etc.), please feel free to bring it along and share it 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 located 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.**

Younger brothers and sisters are welcome to come along on roster but remain YOUR responsibility. However, it is a nice idea to make other arrangements for younger siblings for one of your roster days, so that you can devote your full attention to your child for the day at Kindy.

We welcome grandparents and other extended family members. However, Blue Card Services may require that any grandparent or extended family member coming to the Kindy for a roster day or excursion, have a Blue Card. Please note, parents or legal guardian/carers of the children attending our Kindergarten do not require a Blue Card.

Please note that parents/guardians 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 affected by alcohol or drugs (including prescription medication).

On arrival, you will be required to complete a short induction with staff to ensure your understanding of relevant policies and procedures.

## 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 include:

- Welcome Sausage Sizzle
- Family Picnic
- Open Day
- Family Sport's 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).

We are always after donations of paper of varying sizes. Sticky Velcro dots (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. Egg carton donations are acceptable; however, this will depend on any possible egg allergies within the groups.

## 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 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.

## 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 respected at all times.

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** – *Developed Oct 2015 (staff with parents, committee and Gowrie feedback)*

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 strengths and areas of challenge.

At Kedron Heights Community Kindergarten, we do this by:

- Developing realistic rules and goals with and for the group about their behaviour and consequences
- Outlining and discussing why we need expectations and goals
- Outlining and discussing consequences of behaviour for self and others
- Involve children in discussions and support them to make choices which meet their needs
- Recognising that all children are individuals and their experiences are different
- Keeping open communication with families around culture and child rearing practices
- Talking to families about behaviours we observe at the service.
- Identifying and responding sensitively to children's behaviour due to tiredness, illness, family changes (new baby) or just having a bad day
- Engaging regularly with staff, Gowrie advisors, educators/professionals for strategies and guidance

**Working with Families we:**

- Maintain open communication and talk regularly with families about their child, valuing their immense experience, strategies and knowledge - providing support where necessary
- Access resources that can support children and families e.g. cultural, behavioural support, e.g. Inclusion Support resources, Gowrie Intranet



- When appropriate, recommend outside agencies that can provide child and family support, e.g. Positive Parenting Program (PPP), Managing Young Children Program (MYCP), Learning Connections Programs, Kids Matter Programs, Circle of Security Programs. As families have different circumstances, it is important that a variety of resources are open and accessible to their particular needs.
- Develop individual strategies to support children with additional learning or behavioural needs.

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:**

- Observe them doing and saying positive things to those around them. Praise children’s efforts and recognise individuals who are modelling positive behaviour
- Use rule reminders with the whole group
- 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 behaviour for self and those around them
- Remind them of what we would like them to do, encouraging an appropriate choice
- After a reminder, if there is no change in their actions, we may redirect them to something else or if they need some space to take some time out or to do something quiet
- If needed, for the safety of others, we may remove a child to a quiet place to calm down
- If a child is upset or displaying emotions such as anger and frustration, **show connection and empathy**, letting them know that we understand how they are feeling, but their choices may not be appropriate or acceptable
- Ensure the child (and others) are safe and when they are calm, engage them in dialogue
- We ask children to re-join us when they are ready
- Share with parents the events of the day

*“Respond to our children with love...*

*in their worst moments,  
their broken moments,  
their angry moments,  
their selfish moments,  
their frustrated moments,  
their lonely moments,  
their inconvenient moments.*

*Remember...*

*It’s when they are most difficult to love that they most need to feel loved.”*

*(L.R. Knost)*

**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 informed of the way the complaint has been addressed and the progress of the resolutions.
- Parents who have complained against a staff member will be told of the staff member's response. Staff will be entitled to representation under the applicable award and will have their rights protected at all times.
- 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 handling you should approach Gowrie, identifying yourself and the concern you have.
- The Gowrie can be contacted on 1300 945 405 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 – 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 in order 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 also displayed 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 community, 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” the Facebook Page nor comment or have any personal affiliation with it. It is completely optional.**

Families and staff have access to:

1. **Our Business Facebook page** (Kedron Heights Community Kindergarten)  
The business page provides a public presence allowing the Kindy to engage with current and future parents and the wider community. Facebook offers an easy forum to promote the Kindy and its events publicly, as well as sharing of relevant child related articles.
2. **Our private closed Facebook Group** (e.g. Kedron Heights Kindy Parents <2021>)  
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 Page:**

The business Facebook page is 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 can “like” the Kindy Page 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 Facebook community.

#### 1.1 **Administration**

Administrator(s) of the Facebook page 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

#### 1.3 **Using the Facebook Page – Guidelines**

##### **Posts**

The Facebook Page is 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 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 Facebook page cannot control who accesses or views these comments and who clicks through to the personal page of anyone commenting on the Facebook page.**

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

- This is our community group, a private space where only members can see and complete posts. Closed Facebook Groups will be created each year for current parents (i.e. Groups A and B will be separate groups).
- 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 a friend who is already a 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 must comply with Facebook's 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/>
- 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 Facebook Group - Guidelines**

Once a member of the group, you may:

- Write a post;
- Add a photo or video;
- Ask a question; and
- Upload a file.

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, it is still Facebook and the web. Some people may wish photos to not be shared of their children. Please respect the privacy and wishes of others, and check with relevant parents before positing 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 please contact the Administrator as soon as possible.

## Parent Resources

We have a number of Parent Resources Available

- Parent Resource Library of books for borrowing 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, usually in May each year

## 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 (ie 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.

Some 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.

- 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 Kindergarten 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. Any person a family has nominated as being authorised to collect a child on their behalf will be required to provide their details (including drivers licence) to the Centre.

## 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 are either placed near the glass doors inside, or on the grass area near the side gate, ensuring 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, especially older 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 (with the exception of 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 during the day, or their clothes get wet or muddy during play, these clothes will be placed in a named bag out of the child's reach for safety and hygienic reasons. **Families are to supply their own waterproof bag to be kept in the child's bag (not plastic shopping bags), 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; teacher to remind children of relaxation strategies;
- Story/relaxation music 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 at this time 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 for children

**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 e.g. 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 located 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

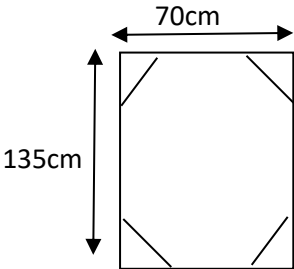
paint may not wash out. It is also important that children wear clothes that enable freedom of movement and expel the fear of become dirty. We have some **kindy logo t-shirts** available in a variety of colours if you would like to purchase some (\$15 each).

**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, so as 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:

Linique 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).

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) 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 basket in the foyer at the start of the day. Alternatively, you may add your child's afternoon tea in with their lunch. Children also have the opportunity to 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 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 50+ 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). In the event that 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 SPF50+ 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 on a daily basis.

## 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 it's own Epi-pen.

## Asthma

Staff are able to 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 support 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!

In the event of a child becoming ill in the Centre, the parent will be contacted. Therefore, it is imperative that the parent ensures the current phone numbers are with the Centre at all times.

In the event of a parent or contact not being available, the Responsible Person will take whatever steps are considered to be necessary 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, etc. 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.

Please note: Due to the Covid-19 Pandemic and in accordance with the High Temperature Policy, children with a temperature of 38 ° will need to be collected (for more information please refer to our policy documents).

## Non-Prescribed Medication

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

Please note the centre does not store or use Stingoes for insect bites. Coldpacks are the preferred treatment for such incidences.

## 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 btle 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 required if a child needs medication administered for up to one month.
- **An on-going medication form** is required 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.

## Exclusion Schedule for Illness

Please refer to the Time Out poster (Staying Healthy: Preventing infectious diseases in early childhood education and care services – 5<sup>th</sup> Edition) located in the foyer and kindy hallway, which lists the exclusion schedule for illness. This schedule will be subject to any prescribed updates over the year.

## 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.



# Section 8 – 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 twice yearly to attend to these maintenance items, or as required throughout the year.

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 Work Place 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 Work Place Health and Safety Representative as well as a Staff Representative.

Kedron Heights Community Kindergarten has a current Workplace, Health and Safety Policy. This policy will be distributed to all families early in Term 1, 2021 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. Please ensure you consider your family's road safety at all times. Where possible, staff recommend family members park in Batten Street.

## 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 situation, Kedron Heights Community Kindergarten would 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 located in the hallway. In the event that the alarm is sounding, it is vital that you do not enter the building.

## Section 9 - 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 attend to 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".*